ED 226 098
1 OF 6
DOCUMENT
RESUME

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DOCUMENT RESUME

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Resources in Education (RIE). Volume 18, Number 7.
Educational Resources Information Center (ED/NIE), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printi
Office, Washington, DC 20402. On annual subscription, $95.00
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LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Work
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DESCRIPTIONS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

DOCUMENT RESUME

ED 226 112 CE 034 563

Hohn, Marcia D.
The Complete Guide to Job Sharing.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Employee Attitudes; Employer Attitudes; Employment Opportunities; Fringe Benefits; Job Application; *Job Development; *Job Sharing; *Material Development; *Portfolios (Background Materials); Program Descriptions
IDENTIFIERS- *Resumes

This booklet provides information on job sharing that resulted fr the research and experience of the Merrimack Valley Job Sharing Project. An overview of the topic considers the need for job sharing, employer benefits, types of jobs shared, job division, benefits, employer costs and savings, financial considerations for job sharers, perspectives for the employer, and disadvantages to jo sharing. The second section identifies places where job sharing is happening and the types of jobs involved. It presents comments from people currently sharing jobs and/or involved in their supervision to reflect the major advantages and disadvantages for both the employer and the employee. A description follows of the Merrimack Valley Job Sharing Project, an 8-month demonstration project in jo sharing for 12 women of professional background. Information is provided on how the project started, goals and objectives, propose and actual implementation, and conclusion and recommendations. The final section addresses finding a partner and developing functiona resumes and joint functional resumes. Samples of resumes and a cove letter are included. (YLB)

DOCUMENT RESUME

ED 226 126 CE 034 846

Larson, Carl H.
The Transition from School to Work: A Sourcebook for Administrators of Rural Iowa Schools.
Iowa Central Community College, Fort Dodge.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Guides; *Career Education; Curriculum Development; *Delivery Systems; Educational Objectives; *Education Work Relationship; Financial Support; Guidelines; Job Training; Linking Agents; Models; Parent Role; Program Administration; Progra Descriptions; Program Development; Program Implementation; Rural Areas; *Rural Education; School Districts; Secondary Education; State Programs; *Transitional Programs; *Vocational Education
IDENTIFIERS- *Iowa

Intended as a sourcebook for administrators of rural Iowa schools, this report outlines the development and implementation of a school-to-work transition program for rural youth. Part 1 discusses the need and rationale for a program to facilitate the school-to-work transition. Included among the topics addressed in this discussion are an overview of the parameters and goals of vocational and career education, ways of implementing the basic transition concepts, and linkages necessary for a true transition. Next, a planning model is examined that will aid administrators and local school boards in initiating a program that is responsive to the needs of students. Covered in the individual sections of this examination are planning for the implementation of a local transition process (an overview of the planning process, support fo planning from area vocational planning councils, a planning model for local schools, coordination of local school and area council plans, and phases of a multi-year plan) as well as implementing a transition delivery model (the model's rationale and philosophy, establishing joint-effort programs, implementation guidelines, financing, center-based curriculum design, programs of instruction, center program offerings, types of programs, and a Center Model Ten Program of instruction). (MN)

DOCUMENT RESUME

ED 226 140 CE 034 936

Arizona Model for Vocational Assessment: A Procedural Guide.
Arizona State Dept. of Education, Phoenix.; Arizona Univ., Tucson. Coll. of Education.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Career Choice; *Career Planning; Guidelines; *Individualized Education Programs; *Models; Occupational Clusters; Secondary Education; *Self Evaluation (Individuals); *Vocational Education; *Vocational Evaluation
IDENTIFIERS- *Arizona

This guide is intended (1) to facilitate individualized planning for students to ensure that their education is as appropriate as possible and to give them relevance for the work they do in school; and (2) to aid communication among staff members, parents, and students by establishing a planning process. This guide leads the counselors, teachers, administrators, and students through a process of individual assessment and data collection that will help identify career goals and systematize planning to achieve them. The guide is organized around the following six areas that are considered basic to a comprehensive vocational assessment of individual students. These categories are job awareness, needs, skills and abilities, work habits, interests, and daily living skills. Six sections present detailed strategies for collecting student information relating to these six assessment categories. A detailed description of each category includes the expected outcomes associated with it and examples of assessment methods. At the end of each section a summary sheet provides space to record the results and organize the data to be transferred to the Assessment Profile (which is the topic of the final section of the plan guide) and to aid in the creation of an individual vocational education program. A glossary, resources, and references are provided in appendixes to the guide. (KC)

DOCUMENT RESUME

ED 226 154 CE 034 960

A Collection of Occasional Papers on Economic Development and Productivity. Productivity Primer. Book 5. Special Publication Series No. 35.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 82

CONTRACT- 300-78-0032

AVAILABLE FROM- National Center Publications, Box F, 1960 Kenny Road, Columbus, OH 43210 (General Introduction and Books 1-5--Order No. SN35, $25.00; quantity discounts available).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Economic Development; Economic Factors; Economics; Educational Policy; Educational Research; *Industrialization; *Labor Force Development; Needs Assessment; Position Papers; *Productivity; *School Role; Trend Analysis; *Vocational Education

IDENTIFIERS- Supply Side Economics

One of a series of productivity primers examining the interrelationship among vocational education, productivity, and economic development, this volume consists of seven occasional papers on economic development and productivity. Included in the collection are the following papers: "The Real Supply-Side Economics," by Anthony P. Carnevale; "Reindustrialization and Vocational Education," by Amitai Etzioni; "Vocational Education and Reindustrialization," by Rupert E. Evans; "Work, Employment, and the New Economics," by Melvin Feldman; "Vocational Education as a Participant in the Economic Development Enterprise: Policy Options for the Decade Ahead," by Leonard A. Lecht; "The Reindustrialization of the United States: Implications for Vocational Education Research and Development," by Herbert E. Striner; and "Improving Productivity in the Work Force: Implications for Research and Development in Vocational Education," by Dennis J. Sullivan. (MN)

DOCUMENT RESUME

ED 226 168 ~~CE 035~~ 011

Benson, Ann; Kates, Donna
Child Care: Volume II. Vocational Home Economics Education. Revised.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 82
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, OK 74074 (Teacher Manual, HE1012--$16.80; Student Manual, HE3012--$10.00).
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Child Caregivers; *Child Care Occupations; Curriculum Development; Curriculum Guides; *Day Care; *Day Care Centers; *Disabilities; Family Day Care; High Schools; Learning Activities; Occupational Home Economics; *Program Administration; Program Development; *Program Implementation; Secondary Education; Tests; Transparencies; Units of Study

Intended for use in a four-semester occupational child care program for 11th- or 12th-grade and adult students, this curriculum guide provides instructional materials covering basic information and skills for operating a child care center or a family day care home. It includes 4 sections and 23 instructional units. Each unit of instruction consists of eight basic components: performance objectives, teacher activities, information sheets (content essential for meeting the cognitive objectives), assignment sheets (applications of knowledges which are prerequisites to skill development), job sheets (procedures to complete a manipulative or psychomotor skill), transparency masters, tests, and test and assignment sheet answers. Section 1, Management of Center Operations, contains four units: Personnel and Center Policies, Record Keeping, Governmental Regulations, and Health, Safety, and Sanitation. The five units in section 2, Program Planning, are Types of Programs, Environmental Design, Unit Planning and Scheduling, Enrichment, and Parent/Teacher and Community Relations. Section 3, Children's Activities, includes 11 units: Value of Play, Fostering Creativity Through Play, Toys and Play Equipment, Art, Music, Children's Literature, Science, Math, Social Studies/Career Awareness, Games, and Transitional Activities. Section 4, Special Needs Children, contains three units: Types and Characteristics, Self-Concept Needs and Activities, and Working with Parents. (YLB)

DOCUMENT RESUME

ED 226 182 CE 035 040

Miller, Larry; Hedges, Lowell
Exemplary Program Policies and Practices for Adult Vocational Education.
Ohio State Univ., Columbus. Dept. of Agricultural Education.

SPONS. AGENCY- Ohio State Advisory Council for Vocational Education, Columbus.
PUB DATE- 1 Dec 81
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Adult Educators; *Adult Programs; *Adult Vocational Education; Advisory Committees; Counseling; Curriculum; *Demonstration Programs; Educational Cooperation; Educational Research; Employer Attitudes; Employer Employee Relationship; Fringe Benefits; Postsecondary Education; Program Administration; Program Effectiveness; School Business Relationship; Student Characteristics; Student Educational Objectives; Student Financial Aid; Student Recruitment; Success; Teacher Characteristics; Teacher Qualifications; Teaching Experience; Teaching Methods; Work Experience
IDENTIFIERS- *Ohio

Policies and practices were identified that have led to the success of exemplary programs in adult vocational education in Ohio. Data were collected from adult vocational education personnel, students, and employers located in five exemplary planning districts. All districts had a full-time supervisor for adult programs, employed full- and part-time adult vocational education instructors, developed a separate budget, used craft advisory committees, conducted informal and formal evaluation of vocational education programs, and cooperated with local business, government, and community agencies. Less than one-half of all adult instructors held a bachelor's degree. Two-thirds used competency-based educational curricula. The most common teaching method was supervising individuals working on projects or at cooperative training stations. Instructors were involved in job placement and student recruitment. Adult students attended vocational/technical classes to improve job skills and to prepare for a career or job change. About two-thirds were enrolled full-time. About two-thirds received employer or other support for tuition costs. Over one-half of the employers reimbursed employees and provided work release. Use of employer facilities as a classroom or laboratory was indicated as the most frequent cooperative activity. (Appendixes include survey instruments and data tables.) (YLB)

DOCUMENT RESUME

ED 226 196 CE 035 085

Subsistence Specialist Second Class, 9-12. Military Curriculum Materials for Vocational and Technical Education.
Coast Guard Inst., Oklahoma City, Okla.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Bakery Industry; Behavioral Objectives; *Cooking Instruction; Correspondence Study; *Dining Facilities; Dishwashing; Food; *Food Service; *Foods Instruction; Food Standards; Learning Activities; Learning Modules; Military Training; *Nutrition; Nutrition Instruction; Postsecondary Education; Programed Instructional Materials; Secondary Education; *Supervisory Methods; Technical Education; Units of Study; Vocational Education; Workbooks
IDENTIFIERS- Military Curriculum Project

This self-paced, individualized course, adapted from military curriculum materials for use in vocational and technical education, teaches students about nutrition, food preparation, and food service. This student workbook, one of three parts of the course, contains basic information on menu planning and nutrition; food standards and costs; custom foods, specialty meals, and buffets; yeast-raised products and sweet doughs; food storage; and supervision of work assignments and the kitchen and dining room. The text contains eight reading assignments. Each reading assignment consists of three parts: the reading assignment and objectives to be mastered, the reading material, and the self-quiz with accompanying answers and text references. A bibliography completes the workbook. (KC)

DOCUMENT RESUME

ED 226 210 CE 035 110

Deckwatch Officer Navigation Rules, 15-5. Military Curriculum Materials for Vocational and Technical Education.
Coast Guard Inst., Oklahoma City, Okla.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Autoinstructional Aids; Behavioral Objectives; *Boat Operators; High Schools; Individualized Instruction; International Law; *Navigation; Pacing; Postsecondary Education; *Seafarers; Secondary Education; Technical Education; Textbooks; Vocational Education; Workbooks
IDENTIFIERS- Marine Technology; Military Curriculum Project; *Rules and Regulations

This coursebook and textbook for a secondary/postsecondary level course in navigation rules comprise one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The individualized, self-paced course discusses the international regulations for preventing collisions at sea and the Inland Navigational Rules Act of 1980. The coursebook first provides reading assignments and objectives. A test and answer key follow. The text provides the international and inland navigational rules so that they can be compared to each other. Where they differ, they are presented in separate columns. The left column is the international rule, the right column--the inland rule. When the rule is applicable to both inland and international water, it is presented across both columns. The areas covered in the text are general rules, steering and sailing rules, lights and shapes, sound and light signals, and exemptions. Annexes provide additional and special rules. (YLB)

DOCUMENT RESUME

ED 226 224 CE 035 152

Dyrenfurth, Michael J.; Elias, John E.
Vocational Planning Guide.
Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- May 81
GRANT- 81-131-600-1B
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Compliance (Legal); Data Analysis; Data Collection; Educational Cooperation; Educational Finance; Educational Legislation; *Educational Planning; Federal Legislation; Federal Regulation; *Financial Support; Labor Needs; Labor Supply; *Needs Assessment; Postsecondary Education; Program Costs; *Program Development; School Business Relationship; School Community Relationship; School Role; Secondary Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Missouri

This guide provides local vocational administrators (LVAs) with information and guidelines to plan vocational programs for their school, district, or community college. The first four chapters outline a four-step planning process. They guide the LVA through (1) establishment of vocational education's place within the community's educational system; (2) identification and utilization of available occupational supply and demand data as well as collection of data needed to supplement existing information; (3) acquisition of the broadest variety of program support resources from federal, state, local, and private sources; and (4) action on the information through a four-step process (consolidation of data, analysis of information, prioritization of needed action, and development of a program of work). Chapter 5 alerts LVAs to legislative compliance items that should be infused in plans. Chapter 6 identifies external and internal groups and agencies with which the LVA must interact. Examples and recommendations are provided for such groups as sending schools, parent/teacher organizations, and business, industry and labor groups. The final chapter lists resources and agencies to contact for additional information, citing name and address, key contact person, and telephone number. The document list is a bibliography of all documents cited in the guide. (YLB)

DOCUMENT RESUME

ED 226 238 CE 035 200

Psychiatry Ward Specialist, 10-12. Military Curriculum Materials for Vocational and Technical Education.
Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Lesson Plans; *Mental Disorders; Mental Health Programs; Military Training; *Nursing Education; Postsecondary Education; Programed Instructional Materials; *Psychiatric Aides; *Psychiatric Services; Psychiatry; *Teaching Methods; *Units of Study; Workbooks
IDENTIFIERS- Military Curriculum Project

This course, adapted from military curriculum materials for use in vocational and technical education, is designed to train students to perform as assistants to professional personnel in the care and treatment of patients in mental health units. It includes basic concepts of human behavior, the aspects of atypical adjustive reactions, the importance of behavior observations, and the need for nursing intervention. (Medical Service Specialist 10-11 is a prerequisite course.) The course is divided into two blocks of instruction covering 43 hours. Block 1 contains 12 lessons on basic concepts of mental health and mental illness, while block 2 contains both teacher and student materials. Printed instructor materials include a course chart and a plan of instruction detailing the units of instruction, criterion objectives, the duration of the lessons, and support materials needed. Printed student materials include 9 study guide/workbooks and 4 programmed texts for block 1 and 15 study guide/workbooks and 2 programmed texts for block 2. The course is designed for group instruction. (KC)

DOCUMENT RESUME

ED 226 251 CE 035 248

Puleo, Nancy F.; And Others
Identify Financial Resources for Vocational Education. Module LT-H-2 of Category H--Business and Financial Management. Competency-Based Vocational Education Administrator Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-106-X
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, Athens, GA 30602 ($6.00; complete set--$151.80).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Education; Administrator Role; Case Studies; Competency Based Education; *Educational Finance; Federal Aid; Financial Support; Higher Education; Individualized Instruction; Job Skills; Learning Activities; Local Government; *Management Development; Postsecondary Education; Private School Aid; School Administration; School Business Relationship; School Community Relationship; School Districts; *School Support; Secondary Education; State Aid; *Vocational Directors; *Vocational Education
IDENTIFIERS- *Resource Development

This module, one in a series of competency-based administrator instructional packages, focuses on a specific competency that vocational education administrators need to be successful in the area of business and financial management. The purpose of the module is to help administrators identify traditional and alternative funding opportunities for vocational education, learn the administrator's roles in the politics of vocational education resource development, and develop a resource development plan. An introduction provides terminal and enabling objectives, a list of resources needed, and a glossary of selected terms. The main portion of the module includes five sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves. Each learning experience consists of a number of activities that may include information sheets, case studies, samples, checklists, and self-checks. Optional activities are provided. The final learning experience also provides an assessment form for administrator performance evaluation by a resource person. (YLB)

DOCUMENT RESUME

ED 226 266 CG 016 458

Norman, Nancy; And Others
Advisor Credibility and Reactions to Threats.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Patterns; College Students; *Credibility; Higher Education; Psychological Patterns; Psychological Studies; *Punishment; Reinforcement
IDENTIFIERS- *Advisor Role; *Compliance (Behavior)

Research shows that people comply more frequently to threats when the credibility of the source is high rather than low and that compliance is directly related to punishment magnitude. To examine the impact of an advisor on a target of threats, male college students (N=74) participated in an experiment that included high or low threatner credibility, high or low punishment magnitude, and high or low advisor credibility. Targets of threats were provided with an advisor, who was alleged to have special information about the threatener. The threatener was either 50% or 0% credible in backing up his demands by punishing noncompliance, and the punishment magnitude was either high or low. The advisor forecasted punishments accurately or inaccurately, with 80% or 20% credibility. Results showed that although early in the interaction both the threatener's and advisor's credibilities affected compliance, overall the subjects' responses became so dependent on the advisor's predictions that threat credibility did not affect compliance rates. (RAS)

DOCUMENT RESUME

ED 226 282 CG 016 475

Mader, Lother; Quevillon, Randal
Effects of Interviewing Style and Interviewer Appearance on a Child Behavioral Interview.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Affective Behavior; Childhood Attitudes; *Children; Clinical Psychology; Clothing; Counseling Techniques; *Counselor Characteristics; Elementary Education; Feedback; *Interviews; Nonverbal Communication; *Performance Factors

Clinical child interviews have received little attention in the psychological literature and in the absence of empirical findings, curent interview practices are primarily based on clinical lore. In order to investigate the effects of interviewing style and interviewer mode of dress, on the quantity and quality of information obtained from 8 to 11 year-olds in a standardized clinical analogue interview, two male interviewers saw a total of 64 boys and girls, selected from a normal school population. The design included three independent variables: "warm" or "reserved" interviewing style, formally or casually dressed interviewer, and male or female children. After the interview, children completed a reinforcement schedule and an attitude survey. Analyses of these results and the ratings of the dependent variables showed no significant differences for any of these variables on the dependent measures of self-disclosure, amount of speech, problem admissions, listing of reinforcers, and rated liking of the interview. Significant correlations were found between children's grade level and several of the dependent measures. The findings suggest that the establishment of a warm, supporting relationship may not be necessary in a short clinical child interview for obtaining a certain level of quality and quantity of information. (Author/PAS)

DOCUMENT RESUME

ED 226 298 CG 016 491

Juveniles and Dangerous Drugs. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Seventh Congress. Second Session on the Impact of Drugs on Juvenile Crime.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Doc-J-97-91

PUB DATE- 28 Jan 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Adolescents; Clinics; *Delinquency; Delinquency Prevention; Delinquent Rehabilitation; *Drug Abuse; Federal Legislation; *Government Role; Hearings; Human Services; Illegal Drug Use; Program Descriptions; Program Effectiveness; Violence; Youth Problems

IDENTIFIERS- Congress 97th; Juvenile Justice System

These proceedings, dealing with the impact of drugs on juvenile crime, include testimony from judicial and law enforcement personnel and directors of programs for delinquent rehabilitation and drug treatment. The scope of the drug/crime problem is defined and discussed in terms of early delinquent behavior and the role of the family. The impact of illegal drug smuggling and dealing, especially as it effects law enforcement in the State of Florida, is discussed. The role of government in the prevention of drug abuse by juveniles is outlined, and several treatment programs are described including: Project CARE in Portland, Oregon; the Yerba Buena program, San Jose, California; programs of the National Institute on Drug Abuse, e.g., the State Prevention Coordinators; the efforts of the ACTION agency to mobilize and support volunteers for drug prevention; Gaudenzia, Inc., a multipurpose human service agency designed to treat substance abuse and other forms of self-destructive behavior; and Second Genesis Inc., a non-profit, residential, therapeutic community for adolescent and adult drug abusers. Federal legislation dealing with court processes and prisons, Senate Bills 1688 and 1689, are also addressed by the witnesses. (JAC)

DOCUMENT RESUME

CS

ED 226 313 CS 006 875

Planning of Literacy Programmes. Planning, Administration and Monitoring in Literacy; Portfolio of Literacy Materials, Series 2, Monograph 1.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 82
AVAILABLE FROM- UNIPUB, 1180 Avenue of the Americas, New York, NY 10036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Basic Education; Adult Literacy; *Developing Nations; *Educational Planning; Foreign Countries; Leadership; *Literacy Education; *National Programs; Program Content; *Program Design; *Program Development
IDENTIFIERS- Unesco

The first of three related monographs resulting from a Unesco regional literacy workshop in Asia, this booklet provides information useful to those designing national programs in literacy training for underdeveloped and developing nations. Following an introduction, the booklet discusses the formulation of both policy guidelines and policy statements bearing upon literacy and adult education. The political will and the role of leadership in such programs are also discussed. The major portion of the booklet is divided into two parts. The first part discusses principles of planning with special reference to literacy and adult education, including planning literacy and adult education as an integral part of the total life-long learning system; the reconciliation of national needs and local needs; and ensuring the flow of information. The second section discusses the planning process, including needs assessment, objectives and target groups, and funding and resource mobilization. A discussion of the training delivery system and program evaluation and feedback conclude the booklet. (HTH)

DOCUMENT RESUME

ED 226 328 CS 007 001

Parents - A Basic Skills Sourcebook.
Research Assessment Management, Inc., Silver Spring, MD.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE- Sep 82
CONTRACT- 300-81-0376
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Basic Skills; Coping; Developmental Stages; Elementary Education; *Home Instruction; Instructional Materials; Mathematics Instruction; *Parent Materials; *Parent Role; Parent School Relationship; *Parent Student Relationship; Reading Instruction; Study Skills

Recognizing that the interest in improving basic skills in public education presents another opportunity for parents to become educators of their children, this sourcebook offers parents suggestions for initiating and continuing their involvement with the basic education of their children in grades 1 through 8. The guide is divided into sections appropriate to children aged 5 to 8 years, 9 to 11 years, and 12 to 13 years, with emphasis on children 9 to 13 years old. Each chapter begins with a discussion of the emotional changes children experience during the developmental stage discussed, then covers specific skills appropriate for children in that age group under the headings of mathematics, reading, communication, study habits, and coping. (The chapter for 5- to 8-year-olds provides only an overview of the emotional and academic changes of children.) Each chapter also has a section called "Happenings at Home," which suggests activities parents can do at home with their children. Also included is a chapter addressing computer literacy and test taking. The sourcebook concludes with a list of resource materials. (HTH)

DOCUMENT RESUME

ED 226 344 CS 207 316

Thomas, Linda J.
Teaching Writing as a Learning Process: Assignments and Evaluation Strategies.
PUB DATE- 26 Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Assignments; Faculty Development; Higher Education; Inservice Teacher Education; *Interdisciplinary Approach; *Learning Processes; Program Content; *Teacher Workshops; *Writing Evaluation; Writing Exercises; *Writing Instruction; Writing Research
IDENTIFIERS- *Theory Practice Relationship; *Writing across the Curriculum

Three workshops conducted by consultants will help faculty members at Midway College in Lexington, Kentucky, incorporate effective writing instruction in the content areas. The first workshop will stress the importance of reading and writing to the learning process and provide concrete exercises that demonstrate how writing can be used to generate ideas and to find organizing principles for the practice and improvement of writing. The second will stress the modes of discourse and the importance both of understanding aims and audiences and of using the feedback generated by peer review. It also will provide useful assignments the faculty can use in their classes. The third workshop will deal with evaluation, particularly multiple drafting and peer review. (Appendixes describe the topics and strategies for the three workshops.) (JL)

DOCUMENT RESUME

ED 226 359 CS 207 364

Blau, Sheridan
False Fruits of Knowledge: A Rebuttal to Hirsch on Composition and Pedagogy.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Educational Principles; Elementary Secondary Education; Higher Education; Learning Processes; *Linguistic Theory; *Readability; Revision (Written Composition); Student Needs; *Writing (Composition); Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Hirsch (E D)

E. D. Hirsch's call for authoritative knowledge about composition is flawed, according to this document, because he focuses on the product and not the process of composing, thereby excluding more of the problem of composition than he includes. Hirsch's principle of readability--that styles that communicate meaning with less effort from the reader are better--provides him with a rationale for guiding research and instruction and with the basis for objective standards for evaluators themselves. Readability may be important, but not as important as Hirsch thinks. He puts too much emphasis on revising and editing meaning that is "already there," and on seeing all student problems as ignorance that can be cured by the acquisition of knowledge about readability. In fact, Hirsch's kind of instruction in readability itself seems to be the source of many student writing problems. Since most students can already write readable prose in some situations, the task of English instruction is to help students extend their capacity to write for new purposes. Composition is probably closer to dialogue than to Hirsch's model of forensic speech, and Hirsch's emphasis on rules, maxims, and readability reveals what is missing at the center of his philosophy--students and their learning needs. The complexity of the language process and the often tacit nature of learning reveal that teachers should create contexts that give students the best chance to acquire skills, not lay down rules. (JL)

DOCUMENT RESUME

ED 226 375 CS 207 385

Sanford, James F.
Multiple Drafts of Experimental Laboratory Reports.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Higher Education; Language Styles; *Psychology; *Revision (Written Composition); *Science Laboratories; *Teaching Methods; Technical Writing; Writing Instruction; *Writing Processes
IDENTIFIERS- Research Papers (Students)

Students could gain considerable insight into the philosophy and methods of scientific experimentation if instructors adopted procedures based on an understanding of and respect for writing as a process. Laboratory courses in psychology offer such an opportunity. These courses usually involve a heavy workload for both students and faculty; for, in addition to studying the regular course material, students attend a weekly laboratory in which they are taught experimental design and procedure, laboratory control, ethical considerations for psychological research, library research procedures, and preparation of manuscripts in appropriate American Psychological Association (APA) style and format. In one laboratory course, students are responsible for turning in two separate, completed manuscripts. After a first draft, the instructor and lab assistant meet with each student in individual conferences to review first drafts. The first draft is then returned to the student for revision. The final draft, due about a week later, is reviewed and graded by the instructor alone. Students are instructed to emphasize organization and content in their first drafts and not to pay too much attention to editing and minor format considerations. First drafts are never graded; rather, students receive only praise and constructive criticism. The use of multiple drafts helps students to learn a new writing style and to understand the material they are writing about. An evaluation of the course shows the students like the multiple draft method. They perceive the benefits as being substantive--internal as well as external revision takes place. (HOD

DOCUMENT RESUME

ED 226 390 CS 504 111

Pearson, Judy C.
The Role of Gender in Source Credibility.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Communication Research; *Credibility; Females; *Interpersonal Communication; Males; Sex Bias; *Sex Differences; *Sex Stereotypes

A study investigated the influence of sex on perceived credibility. It was predicted that males would have more credibility than females, and that males and females would respond differently to the question of having more credibility if they were of the opposite sex. A series of research questions concerning both the similarity of sex of the stimulus and the receiver and the influence of the sex of the interviewer on the subject were posed; and the variables of competence, trustworthiness, dynamism, and coorientation were examined. Subjects were 145 men and 160 women randomly selected from the local telephone directory of a midwestern university town. Each subject was interviewed by phone by a male or female interviewer. The results indicated that (1) men were perceived to have more credibility than women; (2) men felt they would have less credibility if they were women, and women felt they would have more credibility if they were men; (3) subjects responding to female interviewers selected males as being more credible at a significantly higher level than they selected females; (4) men were perceived to be more competent than women, but women were perceived to be more trustworthy than men; (5) men were perceived to be higher in dynamism than women, but women were perceived to be higher in coorientation than men; and (6) both men and women perceived that they would have more credibility with persons of the same sex than with persons of the opposite sex. (HTH)

DOCUMENT RESUME

ED 226 406   EA 015 280

Hansen, Kenneth H.
Public Education and Private Schools: Service without Entanglement. An Issue Analysis Paper.
Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.
PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrative Policy; Block Grants; Court Litigation; Educational Policy; Elementary Secondary Education; Federal Aid; *Government School Relationship; Legal Responsibility; *Parochial Schools; Private Schools; Shared Services; *State Church Separation; *State Departments of Education
IDENTIFIERS- State Regulation

Recent block grant legislation requires both state and local education agencies to provide private school students a range of services equivalent to that provided public school students. These requirements pose administrative and operational problems for state agencies, since these agencies must simultaneously avoid relationships with religiously oriented schools that would involve constitutionally prohibited degrees of government "entanglement" with religion. While entanglement issues may be easy for state agencies to avoid in the course of adopting some policies for providing services to private schools--policies involving dual enrollment, personnel sharing, and the provision of technical assistance or instructional services--other policies must be drawn up very carefully to avoid the entanglement problem. These difficult policy areas include the provision of instructional materials and the imposition of planning and reporting requirements. The few hints at policy guidelines offered in Supreme Court decisions seem to encourage requiring only simple and infrequent reports on planning and finances, and using the neutral grounds of the public school for program operations as much as possible. (Author/PGD)

DOCUMENT RESUME

ED 226 421 EA 015 345

Odden, Allan
School Finance Reform in Michigan and Missouri: Impact on Suburban School Districts. Papers in Education Finance, No. 11.
Education Commission of the States, Denver, Colo. Education Finance Center.
PUB DATE- Sep 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Educational Equity (Finance); Elementary Secondary Education; *Equalization Aid; *Expenditure Per Student; *Finance Reform; Foundation Programs; School Districts; School District Spending; State Aid; *Suburban Schools; Tables (Data)
IDENTIFIERS- *Fiscal Neutrality; Guaranteed Tax Base; Michigan; Missouri

Using extensive data from before and after school finance reforms, the author analyzes the reforms' effects on school finance inequities in Michigan and Missouri, for all school districts and for suburban districts. In Michigan, data from 1970-71 show, the state met neither of two equity standards--equality in expenditure per pupil and fiscal neutrality--either for all districts or for suburban districts. After the 1973 finance reform, which instituted a guaranteed yield program, data from 1974-75 show fiscal neutrality was improved but expenditure-per-pupil inequalities were not. Effects on Michigan's suburban districts were the same as for all districts. Missouri also, 1975-76 data show, failed to meet either equity standard before its reform; inequities were greater among suburban districts. In 1977 Missouri introduced a minimum foundation program with a guaranteed tax base (GTB). Simulation of the reform's impact indicates that it will improve fiscal neutrality but have no effect on expenditure inequalities, and that results will be the same for suburban as for all districts. Hence, reforms using GTB or guaranteed yield programs seem to meet the fiscal neutrality standard but not the expenditure-per-pupil standard, and to affect suburban districts the same as all districts. (RW)

DOCUMENT RESUME

ED 226 436 EA 015 363

Sroufe, Gerald E.
The National Ed.D. Program for Educational Leaders.
PUB DATE- 27 Feb 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrators; *Doctoral Programs; Educational Objectives; Elementary Secondary Education; Higher Education; *Management Development; Program Content; Program Descriptions; Program Evaluation; Questionnaires; *School Administration; School Catalogs
IDENTIFIERS- *Nova University FL

This document describes a doctoral program in educational administration, offered by Nova University in Fort Lauderdale (Florida), in which the administrator-student remains at his/her job. The description first covers the history of master's and doctor's degrees in U.S. educational administration and explains wh Nova's program is oriented toward administrative practice rather than research. Program goals and objectives are discussed next, involving the four goal categories of leadership, knowledge of education, problem-solving, and enlargement of educational perspectives. The author then covers the program's four components, including practicums, eight areas of study, "Summer Institutes," an cluster activities among participating administrators. Four types o evaluation of the Nova program are reviewed, including administrato perceptions that the program meets their needs, letters from practitioners observing the practicums, examination by state-selected consultants, and surveys of graduates. Attached to the document are a statement of program mission, goals, and objectives; a "Gatekeepers' Gazette" (Vol. 7, No. 2) describing the program's method of administrator self-appraisal; a list of practicum final reports; Summer Institute reports for 1980 and 1981 the Nova University Center for School Leadership Development, National Ed. D. Program for Educational Leaders 1982-83 Bulletin describing the program; and a copy of the questionnaire for the program graduate survey. (RW)

DOCUMENT RESUME

ED 226 451 EA 015 379

Emmer, Edmund T.; And Others
The Design of the Junior High Management Improvement Study.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&D-6150
PUB DATE- Sep 81
CONTRACT- OB-NIE-G-80-0116-(P2)
AVAILABLE FROM- Communications Services, Research and Development Center for Teacher Education, Education Annex 3.203, University of Texas, Austin, TX 78712-1288 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (05
DESCRIPTIONS- Classroom Research; *Classroom Techniques; *Inservice Teacher Education; Junior High Schools; Middle Schools; *Research Methodology; Student Behavior; *Student Teacher Relationship; *Teacher Behavior; *Teacher Improvement; Workshops
IDENTIFIERS- *Junior High School Management Improvement Study

This report provides a description of the experimental design, including the procedures, instrumentation, and sample, of the Juni High School Management Improvement Study. The research leading up this study is briefly described along with the conceptualization o the management function of teaching and the development of trainin manuals for teachers. The hypotheses to be tested are: junior high school teachers provided with the training manual and participatin in workshops at the beginning of the school year will (1) exhibit more efective management behaviors, and (2) achieve better managed classes than will teachers who do not receive the manual or attend the workshops. Participants in the research will be approximately junior high/middle school teachers randomly assigned to treatment control groups. Six appendices, which comprise over three-fourths the document, contain a table of contents from the manual, worksho outlines and handouts, teacher questionnaires, and observation instruments and guidelines. (MLF)

DOCUMENT RESUME

ED 226 465 EA 015 413

Administrative Evaluation: A Process for Discussion. The Leadership Liaison Task Force Report.

Pennsylvania School Boards Association, Inc., Harrisburg.

PUB DATE- May 82
AVAILABLE FROM- Publications, Pennsylvania School Boards Association, 412 North Second Street, Harrisburg, PA 17101 ($.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrator Evaluation; Administrators; Compensation (Remuneration); Elementary Secondary Education; *Evaluation Methods; Guidelines; Job Skills; Models; Occupational Information

To assist school boards and administrators, this report offers a framework for developing and implementing an administrative evaluation and compensation plan. The document's initial section summarizes the response to the report's first presentation, notes the availability of about 100 existing district plans in Pennsylvania, suggests wording for demonstrating a board's intent to adopt a plan, and offers several observations. The report's introductory and background sections describe how the task force was formed, list its members, and discuss its objectives and working schedule. The following section outlines an eight-step evaluation cycle for boards to use, including reviewing guidelines, determining the weighting for three main areas of evaluation, developing definitions and standards, writing job descriptions, creating forms, instituting appropriate inservice training, and translating evaluation results into compensation. Six exhibits suggest philosophy and guidelines, list and give examples of administrative and managerial skills, suggest job description methods, note other evaluation models, and discuss compensation guidelines. An appendix presents the results of a questionnaire survey given at the report's first presentation. (RW)

DOCUMENT RESUME

ED 226 481 EA 015 429

Joplin, Alan L.
Constructing a Data Base: Perspectives, Principles and Practice.
PUB DATE- Oct 80
AVAILABLE FROM- Alan L. Joplin, 3106 Evans, Saint Louis, MO 63106 ($3.50 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Data Analysis; *Databases; Data Collection; Decision Making; Higher Education; Information Processing; *Information Systems; Planning

The information needed for informed decision making and planning b institutions of higher education can be made available through the establishment of carefully constructed databases. This handbook outlines the characteristics of databases, the needs databases meet, the key factors around which they must be organized, the advantages they offer, and essential guidelines, design principles, and processes for database construction. (PGD)

DOCUMENT RESUME

ED 226 496 EA 015 449

Wise, Arthur E.
Educational Adequacy: A Concept in Search of Meaning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 442.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Court Litigation; Definitions; *Educational Equity (Finance); *Educational Finance; Educational Needs; *Educational Objectives; Educational Principles; Elementary Secondary Education; *Equal Education; Government Role; Legal Responsibility; State Standards
IDENTIFIERS- *Educational Adequacy

The concept of "educational adequacy" may have its origin in the U.S. Supreme Court's 1973 decision, San Antonio v. Rodriquez, that the state's responsibility is to provide not equal education but an "adequate minimum educational offering," so that students will have the "opportunity to acquire the basic minimal skills" necessary to citizenship. Subsequent decisions in state courts have also mentioned enabling children to compete in the marketplaces of labor and the intellect, but none of these definitions of educational adequacy has specified the standards by which state school financing plans or educational programs can be judged to have met the court-mandated objectives. The questions raised by the courts' definitions of adequacy revolve around two conflicting educational principles that schools traditionally seek to balance: the "best" principle, according to which each student is entitled to the education best for him or her, and the "equal" principle, according to which each student is entitled to an education at least equal to that provided other students. This document considers the issues central to implementing the courts' mandate, focusing particularly on school finance, educational equity, goal-setting and needs assessment responsibilities, the measurement and certification of educational adequacy, and intergovernmental issues. (Author/PGD)

ED 226 267 CG 016 460

Harper, Gregory F.; Silvestro, John R.

Use of Videocassette Parent Interviews in Teaching Developmental Psychology.

PUB DATE- Aug 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Child Development; College Students; *Developmental Psychology; Empathy; Higher Education; Instructional Improvement; Instructional Innovation; *Interviews; Parent Child Relationship; *Parent Role; Program Descriptions; Program Evaluation; *Teaching Methods; *Videotape Cassettes

This paper describes an instructional improvement project which produced a series of eight 30-minute videocassettes and an observation guide focusing on the child rearing strategies of parents to provide undergraduate students in developmental psychology with greater understanding and empathy for the parenting role. Specific child development issues are highlighted in each of the tapes using an interview format, including: (1) expectant parent family; (2) adopted child family; (3) traditional family; (4) large family; (5) effects of divorce on children; (6) guiding adolescent growth; (7) the gifted child; and (8) the handicapped child. Development of the project, i.e., background, rationale, design and implementation, is discussed. Anticipated and achieved outcomes of the project are presented as well as the evaluation techniques and the evaluation results. A table showing evaluation results is included. (JAC)

ED 226 345 CS 207 317

Burney, Susan
Prime Time Rhyme Time: A Guide for Developing Primary Reading, Spelling and Speaking Vocabularies through Poetry. Supplement to the Curriculum Plans for Bulletin Boards.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89305-039-3
PUB DATE- 81
AVAILABLE FROM- Anna Publishing, Inc., P.O. Box 4778, Winter Park, FL 32793 ($4.95).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Beginning Reading; Childhood Interests; *Creative Writing; Grade 1; *Independent Reading; Language Skills; *Poetry; Primary Education; Reading Instruction; Spelling Instruction; Teaching Guides; *Teaching Methods; *Vocabulary Development

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Designed to help teachers provide high-interest independent work for their first grade students, this manual contains plans to increase students' reading, spelling, and speaking vocabularies by using original poetry. After a short introduction, the first section describes bulletin board plans that can be adapted for use throughout the year and suggests ways poems for the teacher and poems for the students can be used. The second section contains the teacher poems identified by topic, while the third is composed of vocabulary lists and student poems (also identified by topic). The remaining short sections of the manual contain sample spelling and creative writing plans, procedures for using vocabulary words as spelling words, and ideas on how to solicit poetry from children. Line illustrations intended for use with an overhead projector are also placed throughout the manual. (JL)

ED 226 482 EA 015 430

Condition of Education, 1980-81. Elementary and Secondary. Volume 3: Trends and Perspectives. Connecticut Public Schools. Annual Report Series.

Connecticut State Board of Education, Hartford.

REPORT NO.- BRPE-82-11
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; Adult Education; *Educational Finance; Elementary Secondary Education; *Enrollment Trends; *Expenditure Per Student; Federal Aid; Graphs; Minority Groups; Outcomes of Education; Private Education; Programs; Public Education; School District Spending; *School Statistics; School Support; Standardized Tests; State Aid; Student Characteristics; Student Teacher Ratio; Tables (Data); *Teacher Characteristics; Teachers; Test Results; Vocational Education
IDENTIFIERS- *Connecticut; School District Wealth

Statistical data on Connecticut education for various years from 1971 to 1981 are presented in 89 tables, each with an accompanying chart or graph illustrating changes. The information is divided into five sections: (1) the financial context of education in Connecticut, including state, federal, and local expenditures, town wealth and tax rates, and concentration of minority students; (2) enrollment in public and private schools, in programs offering compensatory, special, vocational, and adult education, and in programs for gifted, bilingual, and college-bound students; (3) student achievement and outcomes, covering students' standardized test results and post-high-school activities; (4) school staff statistics, including staff age, ethnic group, sex, salaries, and experience, as well as student-teacher ratios, future teacher supply and demand, and the condition of the teacher retirement system; and (5) public school expenditure per pupil in terms of educational programs, administrative costs, student services, instructional materials, and school maintenance. (PGD)

CE

ED 226 099 CE 033 249

Cronin, Roberta; Heinsohn, Ingrid
The Uses of Research Sponsored by the Administration on Aging (AoA). Case Study No. 4. Program Development Handbooks, A Comparison Case.
American Institutes for Research in the Behavioral Sciences, Washington, DC. Gerontological Research Inst.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Sep 81
GRANT- AoA-90-AR-2173
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; *Aging (Individuals); Case Studies; Comparative Analysis; *Guides; *Information Dissemination; Material Development; Nursing Homes; Older Adults; Ombudsmen; *Program Development; Research; Research Projects; *Research Utilization; *Social Networks; Technical Assistance
IDENTIFIERS- *Administration on Aging; Residential Remodeling

This case study, one in a series of research efforts designed to examine the utilization of the Administration on Aging's research, compares the use of two handbooks--one on nursing home ombudsman services for which high use resulted and one on residential repair and renovation for which low use resulted. An introduction describes the study that examined the generalizability of three propositions derived from the studies of successful utilization experiences to this case in which utilization was more limited. (The three propositions are that successful utilization follows the development of an informal social network, linking knowledge producers and knowledge users; interventions designed to boost utilization must occur throughout the life of a research project; and utilization depends on vigorous dissemination of project materials, not necessarily of its final report.) The second section summarizes the history and utilization experience of the comparison case, the Program Development Handbook Project. In the third section the fit between the propositions and the evidence from the comparison case are examined. These findings are discussed: no evidence was found that interventions differed appreciably from handbook to handbook, and the ombudsman services handbook had some advantages in regard to both networking and dissemination. (YLB)

ED 226 113 CE 034 612

Epler, Doris M.
Teachers' Perceptions of Predicted Career Success of Students Who Choose Nontraditional Occupational Careers.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTIONS- Achievement; Case Studies; Labor Force; *Nontraditional Occupations; *Prediction; Questionnaires; Secondary Education; *Sex Bias; Sex Discrimination; *Sex Stereotypes; *Success; Surveys; *Teacher Attitudes; Vocational Education
IDENTIFIERS- Pennsylvania

A study analyzed the way teachers perceive potential employment success for nontraditional students. The study population consisted of a stratified random selection of 120 non-vocational and 64 vocational teachers from schools in Berks County, Pennsylvania. To measure the teachers' sex bias and dogmatism, the researcher used a case study approach. The teachers were asked to predict the career success of four sets of hypothetical students who aspired to careers listed in the United States Office of Education's publication "Nontraditional Vocational Careers." Two of the careers (cosmetology and health assistant) were considered nontraditional for boys in secondary situations, and the other two (auto mechanics and masonry) were chosen as careers that are nontraditional for girls. Among those items examined in the survey were the background of the teachers, their openmindedness, and their predictions of the students' career success in both good and bad economic times. Data revealed that the teachers who held the highest degrees exhibited the most dogmatic and sex-biased behaviors. Other factors linked to higher levels of bias were higher socioeconomic status of the teachers' mothers and employment in an urban environment. Generally, the teachers perceived success for the male nontraditional students more consistently than for the females. (MN)

ED 226 127 CE 034 848

Duenk, Lester G.
Traditional to CBI--A Simple Approach.
PUB DATE- 4 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavioral Objectives; Classroom Techniques; *Competency Based Education; *Conventional Instruction; *Curriculum Development; *Curriculum Guides; Definitions; Differences; Guidelines; Individualized Instruction; Inservice Teacher Education; Instructional Materials; Lesson Plans; *Material Development; Secondary Education; *Trade and Industrial Education

These workshop materials consist of a presentation text and an audience handout designed to explain a system whereby trade and industrial education teachers can convert a traditional curriculum guide to a competency-based guide. Covered first are the differences between the traditional and competency-based approaches. The format of a traditional curriculum guide for trade and industrial education courses is described. After an outline of the traditional trade and industrial education curriculum guide as provided by Silvus and Bohn, areas of the plan requiring change in order to conform to the competency-based approach are enumerated and examined. Particular attention is paid to the following areas of the curriculum guide: physical characteristics of the course, unit (block) titles and clock hours, unit objectives, lists of job titles, lists of demonstration and information lesson plans, unit tests, and management materials. Presented in the audience handout are various components of a unit guide for a course in offset printing, including a list of job titles with performance objectives, a lesson breakdown, instructor's lesson plans, a sample instructor's rating scale, sample instruction sheets, a job sheet, an orientation safety test, a progress chart, and a format for learning modules. (MN)

ED 226 141 CE 034 937

Middleton, M. A.
Task Analysis and Validation Procedures of DACUM.
British Columbia Dept. of Education, Victoria.
PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Competence; *Curriculum Development; Difficulty Level; *Evaluation Methods; Foreign Countries; *Job Analysis; Learning Modules; Postsecondary Education; *Research Methodology; Research Problems; Task Analysis
IDENTIFIERS- Developing a Curriculum; *Hunting

Difficulties associated with the DACUM (Developing a Curriculum) process of the British Columbia Ministry of Education were identified in this study. Using a task analysis of a hunter's job, a set of procedures was developed that can improve the curriculum development process and, to some extent, overcome the difficulties associated with it. The study used a collection of task statements generated in a workshop setting, distributed them to the field for responses, and then clustered these task statements on the basis of field responses. The clusters were then examined according to a behavioral taxonomy. This process allows for the identification of the physical and psychological requirements associated with a cluster. In addition, the process provided information on the relative importance of tasks associated with the job situation. Finally, the process allowed for the field validation of existing DACUM charts and the identification of core competencies and modules for multi-level occupations. Using hunter training task statements, the study identified those tasks that cluster together by using a factor analytic approach. The clusters identified on the basis of field responses were the following: (1) identification and knowledge of species and their habitats; (2) survival; (3) knowledge and activities required in preparation for a hunting trip; (4) legal aspects of hunting; (5) safety; and (6) hunting ethics. In addition, information on the relative importance of all task items was extrapolated and interpreted with respect to implications for curriculum design and instruction as well as for the identification of core competencies and modules for complex work environments. (Author/KC)

ED 226 155 CE 034 961

Huddleston, Kenneth F.
If Productivity Is the Problem...Special Publication Series No. 36.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 82
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, 1960 Kenny Road, Columbus, OH 43210 (Order No. SN36--$4.95).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Administrative Principles; Economic Development; *Educational Cooperation; Educational Needs; Educational Objectives; Educational Trends; Human Resources; Job Development; *Labor Force Development; *Management Development; Needs Assessment; Postsecondary Education; *Productivity; *School Business Relationship; Supervisory Methods; Supervisory Training; Trend Analysis; *Vocational Education

In order to determine adequately how community and technical colleges can work with business and industry to meet the training needs of the existing work force, one must first understand the relationship between lagging productivity and the national economy. In the short run, lagging productivity increases inflation and unemployment, lessens our standard of living, and confounds our ability to compete successfully in world markets. Long-term effects include social and political unrest, reduced national defense capabilities, snowballing economic problems, and worsened problems in competing in world markets. Investment in human capital and high technology in the form of improved vocational education and occupational training will result in a healthier economy. Vocational educators can and must work cooperatively with business and industry to improve human productivity and quality of work life through new management practices. Among those areas of human resource development in which possibilities for partnerships among business, industry and vocational education exist are the following: training for job redesign, employee orientation training, technical and scientific skill development, communications and basic skill development, supervisor orientation training, and training for employee participation. (Appended to the report are lists of resource persons, conferences, and references.) (MN)

ED 226 197 CE 035 086

Subsistence Specialist Third Class, 9-13. Military Curriculum Materials for Vocational and Technical Education.
Coast Guard Inst., Oklahoma City, Okla.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 80
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Autoinstructional Aids; Behavioral Objectives; *Cooking Instruction; *Cooks; Course Descriptions; *Dining Facilities; Equipment Utilization; *Food Handling Facilities; *Food Service; *Foods Instruction; High Schools; Individualized Instruction; Occupational Home Economics; Pacing; Postsecondary Education; Safety; Sanitation; Secondary Education; Tests; Textbooks; Workbooks
IDENTIFIERS- Military Curriculum Project

This handbook/textbook for a secondary/postsecondary level course for a subsistence specialist comprises one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose stated for the individualized, self-paced course is to provide basic information to perform food preparation and food service tasks by utilizing various types of food service equipment and utensils. Each of the 14 assignments is divided into three basic parts: the reading assignment and objectives, the reading materials, and the self-quiz with accompanying answers and text references. Subjects covered are sanitation and safety, food service utensils and equipment, food preparation, wardroom supervision and table service, food presentation, and dining facility organization/stock control. Appendixes include a glossary, descriptions of food service hand tools, a cumulative self-quiz with answer key, and a bibliography. (YLB)

ED 226 211 CE 035 111

Ecology and Oil Spills, 17-1. Military Curriculum Materials for Vocational and Technical Education.

Army Quartermaster School, Ft. Lee, Va.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Autoinstructional Aids; Behavioral Objectives; *Ecology; *Environmental Education; Individualized Instruction; Pacing; Postsecondary Education; Secondary Education; Textbooks; *Waste Disposal; *Water Pollution
IDENTIFIERS- Military Curriculum Project; Oil; *Oil Pollution; *Oil Spills

This single-lesson course in ecology and oil spills for the secondary/postsecondary level comprises one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose stated for the 2-hour course is to provide students with an understanding of the effects of oil spills on the environment. The individualized, self-paced course may be used as a sub-unit in petroleum, ecology, marine sciences, or public service courses. Introductory materials include administrative instructions and a lesson assignment detailing the scope and objectives. Three sections contain informative materials on (1) oil spills and their effect on ecology (oil spill classification, estimated volume of spills, cause of spills, ecological effects, and preventive measures), (2) federal organization for oil pollution control (the national response center, the national response team, regional response centers, on-scene commanders, contingency plans, and response phases), and (3) cleanup and disposal (cleanup methods, recovery and disposal of waste oil, and after-action reports). Appendixes contain references, information on the federal water quality administration regional offices, a model oil spill contingency plan, and an extract from the Golden Gate Oil Spill report of January 1971. (YLB)

ED 226 225 CE 035 154

Fundamentals of Management, 14-1. Military Curriculum Materials for Vocational and Technical Education.

Army Adjutant General School, Fort Benjamin Harrison, IN.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Administrative Organization; *Administrative Policy; *Administrative Principles; Administrative Problems; *Administrator Education; *Coordination; Leadership; *Management Systems; Military Personnel; Military Training; Organization; Planning; Postsecondary Education; Secondary Education; *Supervisory Methods; Supervisory Training
IDENTIFIERS- Military Curriculum Project

This military-developed text consists of six lessons designed to give students an understanding of the fundamentals of management. Covered in the individual lessons are the following topics: the nature of management (leadership and the functions of management); principles and policies of management (management policies, characteristics of good policy, the army manager, problem areas, and schools of management theory); the function of planning (reasons for planning, steps in planning, characteristics of a good plan, results of poor planning, and benefits of good planning); the function of organizing (steps in organizing, types of organizations, line organization, line-staff organization, functional organization, and organizing a staff element); the function of directing (the basis for directing, the extent of direction necessary, communicating the direction, oral communications, written communications, nonverbal communication, three-way communication, barriers and gateways to communication, motivation, and directives); and the functions of coordinating and controlling (methods for and obstacles to coordination, the function of controlling, developing standards, collecting data, corrective action, the work simplification program, work distribution charts, flow process charts, layout studies, office layout, and work measurement techniques). Each lesson contains objectives, readings, review exercises and answers, and optional exercises and answers for student self-study and evaluation. (MN)

ED 226 239 CE 035 201

Apprentice Heating Systems Specialist, 11-1. Military Curriculum Materials for Vocational and Technical Education.

Air Force School of Applied Aerospace Sciences, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) / Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Blueprints; Criterion Reference Tests; *Electrical Appliances; Electricity; Electronic Control; *Equipment Maintenance; *Equipment Utilization; *Fuels; Hand Tools; *Heating; Job Skills; Military Personnel; Military Training; Postsecondary Education; Safety; Secondary Education; *Technical Education; Temperature; Water Treatment
IDENTIFIERS- Military Curriculum Project; Power Plants

This military-developed text consists of four volumes of materials for use by those studying to become apprentice heating system specialists. Covered in the individual volumes are the following topics: related subjects (basic electricity, electrical controls, pipe and copper tubing, the principles of heating, fuels, and fuel systems); heating systems (space heating-unit heaters as well as burner, warm-air, and hot-water heating); and central heat plants (high temperature water, steamplant operation, steamplant maintenance, and external and internal water treatment). Each chapter is organized around criterion learning objectives with readings, criterion test items, and answers. The volume review is also keyed to the objectives, but no answers are provided. (MN)

ED 226 283   CG 016 476

Strong, Catherine
Caring for Elderly Relatives: Ideas from Families Who Do. Second Edition.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Mar 82
GRANT- AoA-90-AR-2076
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Speeches Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Coping; Death; Disabilities; Diseases; Emotional Adjustment; *Family Involvement; *Family Role; *Health Needs; *Olde Adults; Stress Variables

Based on interviews with 20 primary caretakers (the main person responsible for elderly relatives with chronic illness or disabilities) this pamphlet was written for family members who are caring for older relatives, and may also be helpful to professionals and paraprofessionals who work with the elderly and their families. The two main sections of the pamphlet deal with the thought and feelings of caretakers of the elderly, and practical information for providing daily care. The first chapter, The Meaning of Caretaking: A Variety of Perspectives, covers 11 separate areas and includes coping suggestions for the issues discussed, which include independence, emotional involvement, apprehension, guilt, anger, loss, and responsibility. The second chapter, What Caretakers Do, presents a discussion in each of seven areas arising from the actual work of primary caretakers. Topics presented are chores, emotional support, referrals, transportation, and recreation. A brief, final section touches on suggestions for alleviating the stress of primary caretakers. (PAS)

ED 226 299 CG 016 492

Gollwitzer, Peter M.
Symbolic Self-Completion and the Maintenance of Self-Defining Goals.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Foreign Countries; *Goal Orientation; Motivation; Personality Theories; Role Perception; *Self Actualization; *Self Concept; *Self Evaluation (Individuals); Success; *Symbolism
IDENTIFIERS- West Germany

Observation suggests that people who strive for personally important goals disregard failure experiences or disruptions to completing a self-definition and engage in self-symbolizing in the form of positive self-descriptions designed to cover up a lack of support for the self-definition. To examine this self-symbolizing, dyads of females (N=30) committed to the self-definition of female professional completed an adjective pair questionnaire and subsequently received false feedback: support for the female professional self-definition was added or removed. Each dyad member was then given the chance to produce more positive self-descriptions than her partner. Results showed that females who had received negative feedback about themselves as professionals produced more positive self-descriptions. In a second experiment, subjects committed to the self-definitional goal of raising a family either expected to receive, or did or did not receive social recognition for their self-descriptions. Results showed that those whose self-descriptions were not recognized engaged in more self-symbolizing than those who either expected to or did receive recognition. The findings suggest that social reality is a stablizing factor when people strive for self-defining goals. (MCF)

ED 226 314 CS 006 876

Administration of Literacy Programmes. Planning, Administration and Monitoring in Literacy; Portfolio of Literacy Materials, Series 2, Monograph 2.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 82
AVAILABLE FROM- UNIPUB, 1180 Avenue of the Americas, New York, NY 10036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrative Policy; Administrator Guides; Adult Basic Education; Adult Literacy; *Developing Nations; Foreign Countries; *Literacy Education; *National Programs; *Program Administration; Program Content; *Program Development
IDENTIFIERS- Unesco

The second of three related monographs resulting from a Unesco regional literacy workshop in Asia, this booklet provides information useful to those administering national programs in literacy training in underdeveloped and developing nations. The introduction discusses the reasons why an effective administration machinery for literacy and adult education is necessary. The remaining portion of the booklet discusses the following areas of literacy program administration: (1) mobilization of support for literacy and adult education, (2) policy framework of administration, (3) components of administration, (4) organizational and administrative structure, (5) administrative process, (6) decision making in administration, and (7) issues in the staffing of literacy and adult education programs. The booklet concludes with a list of references. (HTH)

ED 226 329   CS 007 002

McBryde, Bruce; And Others
A Comparison of the Reading Achievement of Queensland Year 5 Pupils between 1971, 1976 and 1981.
Queensland Dept. of Education, Brisbane (Australia).
REPORT NO.- ISBN-0-7242-1069-5
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Comparative Analysis; Elementary Education; Elementar School Students; Foreign Countries; *Reading Achievement; Reading Comprehension; *Reading Rate; Reading Research; *Reading Tests; *Scores; *Test Results; Vocabulary
IDENTIFIERS- *Australia (Queensland)

In 1981, the reading achievement of a representative sample of Queensland (Australia) Year 5 students was assessed by using a test that measured skills in the areas of vocabulary, comprehension, and speed of reading. The aim of this testing was to compare reading achievement in 1981 with reading achievement in 1971 and 1976. Comparisons of achievement were made for three periods: 1971-1976, 1976-1981, and 1971-1981. Analysis of the results showed that there was a statistically significant decrease in the means of vocabulary, implied comprehension, and speed of reading between 1971 and 1976. There was no statistically significant change between 1976 and 1981 The means for vocabulary and speed of reading were statistically lower in 1981 than they were in 1971. The data did not indicate if the measured decrease in test means was due to lower reading achievement or one or more factors such as curriculum changes; high test scores in 1971; changes in the basic characteristics of the school populations tested; or cultural, value, and attitudinal changes in Australians. However, the absence of any significant differences between 1976 and 1981 test means indicates that it may be reasonable to assume the changes evident between 1971 and 1976 were not the beginning of a continuing downward trend in reading achievement. (HOD)

ED 226 360 CS 207 365

Sparrow, W. Keats, Ed; Pickett, Nell Ann, Ed.
Technical and Business Communication in Two-Year Programs.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5298-8
PUB DATE- 83
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon
Rd., Urbana, IL 61801 (Stock No. 52988, $7.75 member, $8.95
non-member).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052) Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTIONS- Assignments; *Business Communication; Classroom
Techniques; Course Descriptions; *Course Organization; *Curriculum
Design; Teaching Methods; *Technical Writing; Two Year Colleges;
*Writing Instruction
IDENTIFIERS- Writing across the Curriculum

Designed chiefly for the growing number of technical and business writing teachers in two year colleges, this collection of articles helps teachers understand technology and business students so that they can teach courses that satisfy the writing needs of those students. Written by practicing teachers or writers, the articles offer viewpoints on central issues. Principal assignments in freshman and sophomore courses in technical and business writing ar given primary emphasis. Because of their multidisciplinary orientation, many of the selections are presented as resources for teachers in writing-across-the-curriculum programs. The articles ar divided into six parts, arranged essentially in the order that teachers would use the materials. Each part addresses a central concern of teaching technical and business communication in two yea programs: (1) preparing to teach the subject for the first time, (2 designing the basic course, (3) broadening the basic course or designing a program, (4) developing classroom strategies, (5) constructing effective assignments, and (6) teaching report writing The book ends with an extensive bibliography of resources designed to help teachers of technical and business writing grow as professionals. (HTH)

ED 226 376 CS 207 388

Young, S. R.; Bourne, L. E., Jr.
Idea Organization and Idea Recall.
Colorado Univ., Boulder. Inst. of Cognitive Science.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel ar
Training Research Programs Office.
REPORT NO.- ONR-TR-119
PUB DATE- Nov 82
CONTRACT- N00014-78-C-0433
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; Coherence; Higher Education; *Learning Theories; *Long Term Memory; *Models; *Recall (Psychology); *Writing Processes
IDENTIFIERS- *Ideas

A study was conducted to test a model that conceives of long term memory as a propositional network of ideas made up of knowledge clusters and related subclusters. After two pilot studies suggested that recall order of ideas was unrelated to organization, the study investigated whether units of main and supporting ideas produced during organization cohered during recall. Subjects were 18 college undergraduates randomly assigned to two equal groups. On the first day of the experiment, all subjects generated 20 ideas on how college differs from high school. Subjects in one group then outlined their ideas in sequence using two orders, main ideas and supporting ideas; subjects in the other group were asked to write a text from the ideas they had generated. Twenty-four hours later all subjects were instructed to number their papers from 1 to 20 and to recall their original ideas. Analysis of the data once again indicated that recall order was unrelated to both generation and organization order. Major ideas were recalled more frequently than supporting ideas for both groups of subjects, and those who wrote texts recalled more ideas in all. These results are consistent with the cluster hypotheses of the model under investigation. (JL)

ED 226 391 CS 504 112

Selnow, Gary W.

Sex Differences in Reported Profanity Uses and Perceptions.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Females; Higher Education; Interpersonal Communication; *Language Attitudes; *Language Research; *Language Usage; Males; *Sex Differences; *Sociolinguistics; *Student Attitudes
IDENTIFIERS- *Profanity

A study examined sex differences in the usage and perceptions of profanity. Subjects, 135 undergraduate students (61 females and 74 males), completed a questionnaire requesting information about demographics, attitudes, and use of profanity. The initial series of questions sought to obtain a self-reported estimate of the frequency with which respondents used profanity in daily speech. Female respondents reported significantly less frequent use of profanity than did males. In all but a single instance (use of profanity in mixed company) female respondents said they felt the use of profanity would be less appropriate than males said it would be. Male respondents were more inclined than females to report that profanity provided a linguistic tool with which to demonstrate the social power of the speaker, and they were also more likely than females to report that profanity helped make the user socially acceptable. When asked to rate 16 commonly used terms on a six-point scale, males and females surprisingly rated the words similarly, except for religious profanity, in which the ratings provided by males were more severe than those given by females. (HTH)

ED 226 407 EA 015 281

Hansen, Kenneth H.
Serving Private Schools: Legitimacy, Freedom and Control. An Issue Analysis Paper.
Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Policy; Elementary Secondary Education; *Government School Relationship; *Private Schools; State Aid; *State Departments of Education
IDENTIFIERS- State Regulation

When state education agencies (SEAs) set out to fulfill their increasing recognized obligation to provide services to private schools, they must make very practical policy decisions that are in turn related to value judgments about these schools' legitimacy, their right to freedom from government interference, and the extent of control the state should exercise. This report discusses some of the practical policy decisions that SEAs face: how "schools" should be defined, whether SEAs can take action against those who claim to operate schools but fail to offer minimally acceptable levels of education, what level of control over private education an SEA should seek, and how SEAs can help private schools improve. (Author/PGD)

ED 226 422 EA 015 346

Vincent, Phillip E.; Adams, E. Kathleen
An Analysis of Potential Additional Measures of Fiscal Capacity of
South Dakota School Districts. Papers in Education Finance, No. 1
Revised.
**Education Commission of the States, Denver, Colo. Education Financ
Center.**
SPONS. AGENCY- South Dakota State Div. of Elementary and Secondary
Education, Pierre.; Spencer Foundation, Chicago, Ill.
PUB DATE- May 78
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Agriculture; Elementary Secondary Education;
Equalization Aid; *Expenditure Per Student; *Family Income; Fisca
Capacity; Multiple Regression Analysis; *Real Estate; School
Districts; State Aid; Tables (Data)
IDENTIFIERS- *Property Values; *South Dakota; State Aid Formulas

To help South Dakota develop new measures of school district fis capacity (besides assessed value per pupil) to use in its state school aid formula, researchers used multiple regression analysis examine the effects on district expenditure per pupil of each district's average family income and of the composition of the property tax base. Also studied were the effects of federal aid, state foundation and categorical aid, attendance (average daily membership), geographic area, proximity to the state limit on property tax rates, price of the county's agricultural land, the ratio of nonpublic school enrollment to population, and a number other factors. Data on income were from 1969, while data on other variables were from the three fiscal years 1973-76. Results indica that the percentage of nonagricultural land is related to expenditure per pupil. Results for income and for other variables, however, are either inconsistent or not significant, according to the authors. The effects of income and property tax base compositi on expenditures are complex, they conclude. Two appendices explai the interpretation of the statistical analysis and suggest a way develop a state aid formula weighted for income. (RW)

ED 226 437 EA 015 364

Bauch, Patricia A.
Predicting Elementary Classroom Teaching Practices from Teachers' Educational Beliefs.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Research/Technical (143)
DESCRIPTIONS- Beliefs; Classroom Techniques; *Discipline; Elementar
Education; *Elementary School Teachers; National Surveys; Observation; *Student Participation; Tables (Data); *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Study of Schooling (A)

Using data from the national research project "A Study of Schooling," researchers sought to describe teachers' educational beliefs and to relate those beliefs to the teachers' classroom teaching practices. From 13 elementary schools in the national survey, 182 teachers were selected, based on their scores on two dimensions of belief: teacher discipline and control, and student participation. The two dimensions yielded four types of teachers, including (1) "autocrats," with high discipline and low participation scores; (2) "strategists," with high discipline and participation scores; (3) "laissez-faire," with low discipline and participation scores; and (4) "democrats," with low discipline but high participation scores. Questionnaires, interviews, and observations of 80 classrooms where the sampled teachers taught wer used to assess teaching practices. The variables examined included teachers' "preactive" behaviors (goals, intentions, and decisions) and "interactive" behaviors (instructional methods, grouping arrangements, time use, leadership, and expressive behavior). Discriminant analysis and chi-square analysis indicated that the four teacher types had different goals and methods. Among the results were that autocrats and strategists tended to emphasize basic skills and intellectual development, while democrats emphasized personal development, and that teacher beliefs on discipline were associated mostly with preactive behavior and beliefs on participation mostly with interactive behavior. (Author/RW)

ED 226 452 EA 015 380

Emmer, Edmund T.; And Others
The Classroom Management Improvement Study: An Experiment in Elementary School Classrooms.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&D-6050
PUB DATE- Dec 81
CONTRACT- OB-NIE-G-80-0116-(P2)
AVAILABLE FROM- Communications Services, Research and Development Center for Teacher Education, Education Annex 3.203, University o Texas, Austin, TX 78712-1288 ($9.25).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Classroom Research; *Classroom Techniques; Elementar Education; *Inservice Teacher Education; Student Behavior; *Stude Teacher Relationship; *Teacher Behavior; *Teacher Improvement; Workshops
IDENTIFIERS- *Classroom Management Improvement Study

The Classroom Management Improvement Study (CMIS) tested the effectiveness of research-based classroom management principles an strategies in elementary school classrooms. Participating in the study were 41 teachers, divided into a treatment group that receiv a CMIS teacher's manual and participated in two workshops, and a control group. Half of the control group received the CMIS treatme in the middle of the school year to assess the effects of midyear intervention. Results indicated that teachers who received the CMI treatment at the beginning of school implemented the recommended management strategies significantly more than did the control grou teachers. Treatment in the middle of the school year had a limited impact on teachers' behavior. This report provides an overview of the CMIS: its background, treatment design, methodology and instrumentation, analyses of the major hypotheses and research questions, and discussion of the implications of the results for research on management and for teacher training. After the text, two-thirds of the document consists of 15 data tables and 14 appendices that include teacher workshop materials, a list of teacher manual contents, observer guidelines, all instruments, and teacher interview protocols. (MLF)

ED 226 466 EA 015 414

Marx, Gary
Building Public Confidence in Our Schools.
American Association of School Administrators, Arlington, Va.

PUB DATE- 83
AVAILABLE FROM- Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00830; $1.00; minimum order, 15 copies; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Role; Elementary Secondary Education; *Institutional Advancement; *Public Opinion; Public Relations; *School Community Relationship; School Support; Self Esteem; *Self Evaluation (Groups)

To help administrators build confidence in their schools, this document offers 12 suggestions to foster better communication, increased confidence, and more effective schools. Each suggestion is discussed and examples are provided of how to carry out the suggestion. The 12 suggestions are to (1) strive for school quality, (2) create a spirit of caring in the school, (3) share the good news about schools, (4) show connections between education and future hopes (5) work with, not against, other individuals and groups in the schools, (6) get the community on the school team, (7) reduce the amount of hassle that schools perpetrate, (8) demonstrate that the school has a sense of direction, (9) be an educational leader in the community, (10) create substantive themes for rallying staff and community members around the school, (11) be an effective communicator, and (12) have confidence in yourself. (Author/RW)

ED 226 497 EA 015 450

Wolcott, Harry F.
Adequate Schools and Inadequate Education: An Anthropological Perspective.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 442.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Antisocial Behavior; Case Studies; Educational Anthropology; Educational Objectives; *Nonformal Education; *School Role; *Social Adjustment; Social Attitudes; *Socialization; *Young Adults
IDENTIFIERS- *Educational Adequacy

To illustrate his claim that schools generally do a remarkably good job of schooling while the society makes inadequate use of other means to educate young people, the author presents a case history of a young American (identified pseudonymously as "Brad") whose schooling was adequate but whose education was not. Brad, jobless and homeless, subsists on food stamps and minor theft in a cabin he built himself in the woods. His history is one of family insecurity, petty youthful wildness, and a persistent avoidance of school and routine work. Noting that Brad is at least literate despite his casual association with formal schooling, the author suggests that Brad's failure to find himself a place in mainstream society is not due to inferior schooling but to a lack of societal mechanisms providing alternative routes to socialization and enculturation for those who find the traditional forms of schooling uncomfortable or irrelevant, or even for those who can cope with schooling but not with life outside the institutional settings. (PGD)

ED 226 169 CE 035 013

Wichowski, Chester
Curriculum Needs Assessment: A Model for Trade & Industrial Education Decision-Making.
PUB DATE- 6 Dec 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Curriculum Development; Decision Making; Educational Development; *Educational Needs; Educational Research; Models; *Needs Assessment; *Statewide Planning; *Vocational Education
IDENTIFIERS- *New Jersey

A multi-dimensional needs assessment model has been developed to provide a research tool for the review of statewide curriculum needs in vocational education. The model provides for an integrated review of selected demographic, educational, and decision-making data to target vocational education program areas and occupational titles for additional research and development while also reflecting the social, economic, and technological elements of society that impact on vocational education. It consists of five sequential parts with data categorized according to their distinctive sources. Six weighted community-based variables and 15 unweighted school-based variables are included in the model. Community-based data are collected through a two-stage DELPHI survey from selected state and federal data bases. School-based data are collected through site visits to vocational schools by research teams using a specifically designed curriculum rating schedule. The five parts of the model are (1) decision-making factors, (2) a DELPHI review (determination of those occupational titles in a vocational education program area likely to be most important during a projected 5-year period), (3) demographic importance (collection and application of state and federal data), (4) educational need (review of selected curriculum materials), and (5) a decision-assisting review. (YLB)

ED 226 183 CE 035 042

Characteristics of Students in Noncollegiate Postsecondary Schools with Occupational Programs. National Center for Education Statistics Bulletin, February 1983.

National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-83-303b
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Age; *Career Choice; Decision Making; Demography; Educational Background; Goal Orientation; Parent Background; *Postsecondary Education; *School Choice; *Student Characteristics; *Student Educational Objectives; Student Interests; *Vocational Education

Students enrolled in noncollegiate postsecondary schools with occupational programs were surveyed regarding demographic characteristics, selection of programs and schools, and student activities and future plans. Almost 86 percent were under age 35, with the heaviest concentration aged 20 to 24. Almost 59 percent were women; 67 percent were white. The largest percentage (61 percent) had completed high school just prior to entering the current program; approximately 27 percent had completed another vocational training program or had attended college. Students' parents generally had completed a high school education or less and were in the blue collar, clerical or sales fields. Most students selected the program in which they were enrolled because they had always wanted to enter that field, and most selected schools primarily because of the school's reputation and placement capabilities. Almost 70 percent spent 20 to 37 hours per week in the classroom; 76 percent spent less than 10 hours per week studying. Less than one-half of the students were working. Of those who worked, approximately one-third worked fulltime. Sixty percent indicated they would continue their education; 50 percent said they would continue within the same field. Approximately 84 percent indicated they would seek employment in the field in which they were studying. (YLB)

ED 226 252 CE 035 249

Puleo, Nancy F.; And Others
Develop Applications and Proposals for Funding Vocational Education. Module LT-H-3 of Category H--Business and Financial Management. Competency-Based Vocational Education Administrator Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-110-8
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, Athens, GA 30602 ($7.45; complete set--$151.80).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Education; Case Studies; Competency Based Education; *Educational Finance; Federal Aid; Financial Support; Government School Relationship; Guidelines; Higher Education; Individualized Instruction; Job Skills; Learning Activities; *Management Development; Postsecondary Education; *Program Proposals; *Proposal Writing; School Administration; School Support; Secondary Education; State Aid; *Vocational Directors; *Vocational Education
IDENTIFIERS- *Program Applications

This module, one in a series of competency-based administrator instructional packages, focuses on a specific competency that vocational education administrators need to be successful in the area of business and financial management. The purpose of the module is to help administrators develop skills in the two most common procedures to obtain state and federal funds to supplement local resources--the program application process and the project proposal process. An introduction provides terminal and enabling objectives, a list of resources needed, and a glossary of selected terms. The main portion of the module includes five sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves. Each learning experience consists of a number of activities that may include information sheets, case studies, samples, checklists, and self-checks. Optional activities are provided. The final learning experience also provides an assessment form for administrator performance evaluation by a resource person. (YLB)

ED 226 268 CG 016 461

Kerber, Kenneth W.
Attitudes toward Specific Computer Applications: Belief, Experiential, and Personality Correlates.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; *Computer Literacy; *Computer Oriented Programs; Counselor Role; Decision Making; Higher Education; *Personality Traits; Predictor Variables; Psychology; Recordkeeping; *Social Attitudes; Student Attitudes; *Values

Although several surveys of attitudes toward computers have been conducted, little is known about attitudes toward specific computer applications. College students (N=203) were surveyed about their attitudes toward computer applications. Results indicated that ther are three clusters of computer applications about which respondents hold similar attitudes: quantitative (e.g., processing skills); decision making (e.g., diagnosing medical problems); and record keeping (e.g., storing information about criminals). Students were favorable toward quantitative and record-keeping applications but rejected decision-making applications, especially those involving decisions traditionally made by psychologists. Experience with computers and perceptions of the computer as effecient, humanizing, and enjoyable correlated significantly with attitudes toward specific applications. Locus of control and interpersonal trust wer not related to attitudes. The findings suggest that the values brought to bear on a decision may depend upon the nature of the computer application and that psychologists in particular should be concerned about the extent to which, in the interests of economy ar efficiency, they may contribute to an individual's feelings of dehumanization. (JAC)

ED 226 346 CS 207 332

Petry, Anne K.
Where the Real Things Are.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Concept Formation; Critical Thinking; *Discovery Learning; Elementary Education; Hypothesis Testing; *Inquiry; Instructional Improvement; *Integrated Activities; Learning Activities; Questioning Techniques; Science Instruction; Social Studies; *Student Interests; Student Teacher Relationship; *Teachin Methods; *Writing Exercises; Writing Instruction

When teachers present students with real topics in science and social studies instead of artificial, abstract writing exercises, the students will both develop and extend their interests and learn to think and communicate clearly about them. Choosing such a topic provides an opportunity to discuss student interests. Next, list building and small group discussion can be used to find out what the children know about the topic and how their knowledge is organized. When new information is presented, the teacher must guide the children's observation, stressing capacity for appreciation as well as accuracy and keenness. Children should be encouraged to use more and more properties to classify data and to realize that there is n single "right" way to classify. Recording what they have classified helps children remember what they have learned and is in itself a way to communicate clearly to others. Questions encourage students to hypothesize and help them understand the process of decision making. The way a teacher presents data can help students realize that inferences are not absolute truths and that there is room for opposite opinions. A reprise exercise reviewing the steps that led to a hypothesis and repeating the opening listing activity provide effective reminders of how far the students have come. An inquiry nearing completion also points the way to the next one. (JL)

ED 226 392 CS 504 114

Faul, Alene
Gender! Who Needs It? A Classification and a Comment.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Attitude Change; *English; Higher Education; *Language Attitudes; Language Patterns; *Language Planning; *Language Research; Language Role; *Language Usage; *Sex Bias; Sex Fairness
IDENTIFIERS- *Gender (Language)

Gender is a structure of language and an attendant attribute for each noun and all of its immediate qualifiers, providing a set of categories into which the nouns of languages are divided. Through the phenomenon of concord, verbs, adjectives, and articles are made to agree with nouns in gender, person, number, and case. Gender classifies language into divisions of natural gender (masculine, feminine, common, and neuter); grammatical gender (masculine and feminine gender assigned to every noun); and genderless. Because of gender, one is confronted with the cumbersome use of "he or she." This awkward use of the third person singular has resulted in various campaigns to "neuter" the English language, leading, for example, to the indiscriminate use of "person" or the substitution of plural pronouns for masculine singulars. Perhaps a better solution would be the creation of a common-sex pronoun. When asked to make up a word that could be used as a common-sex pronoun, however, the faculty, staff, and students at one university responded with suggestions that were largely in the realm of nonsense. Almost nobody really cared. Gender occupies an eccentric place in the English language. Consequently, it is neither logical nor illogical. Rather, it may be alogical. (A copy of the survey instrument is appended.) (HOD)

ED 226 408 EA 015 282

State Education Agency Involvement with Nonpublic Schools in the Northwest/Pacific States. A Status Report.

Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrative Policy; Educational Policy; Elementary Secondary Education; *Government School Relationship; *Private Schools; *State Departments of Education
IDENTIFIERS- *United States (Northwest)

The current level of involvement of state education agencies (SEAs) with nonpublic schools in six Pacific and Northwest states is described in this report. Five aspects of this SEA involvement are examined briefly for each state: the statutory and regulatory bases for SEA involvement, the current scope of nonpublic education, the actual degree of state oversight exercised, problems affecting SEA involvement, the status of cooperative approaches and programs, and other related issues. The six states covered are Alaska, Hawaii, Idaho, Montana, Oregon, and Washington. The report concludes with an overview of emerging issues and trends: the effects of the increasing proliferation of marginal private schools, growing public sentiment favoring parental choice and control, and shifts in SEA emphasis away from an adversarial attitude concerning marginal private schools and toward cooperative resolution of problems and improvement of nonpublic educational efforts. (Author/PGD)

ED 226 467 EA 015 415

Jones, Effie H.; Montenegro, Xenia P.
A Look At Sex Equity in School Administration in the U.S. Territories.
American Association of School Administrators, Arlington, Va.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrators; Cultural Differences; Elementary Secondary Education; *Employed Women; Equal Opportunities (Jobs); Principals; Sex Discrimination; Superintendents; Surveys; Tables (Data)
IDENTIFIERS- Guam; Pacific Trust Territory; Puerto Rico; *Women Administrators

Under the auspices of the American Association of School Administrators and the Ford Foundation, Project AWARE (Assisting Women to Advance through Resources and Encouragement) in 1981 surveyed the United States territories as well as all 50 states and the District of Columbia. Data were gathered from chief state school officers on school administrators' sex, race, and ethnic background. For Puerto Rico, Guam, the Northern Marianas, and the Trust Territory of the Pacific Islands, four tables present data for all administrators and for superintendents, assistant superintendents, and principals. Among the findings are that women make up a majority of school administrators in Puerto Rico and Guam but are in the minority in the Pacific Islands; that there are no women superintendents in Guam, the Northern Marianas, or the Pacific Islands, but 43 percent of Puerto Rican superintendents are women; and that women constitute 58 percent of Puerto Rican principals and 47 percent of Guamanian principals, but are underrepresented in the Northern Marianas and Pacific Islands. Women may be closer to parity in school administration in Puerto Rico because it is a developing country, because most teachers there are women, or because of Puerto Rico's cultural heritage from the matriarchal Taino Indians. (RW)

ED 226 483 EA 015 431

Chand, Krishan
Job Satisfaction of Alaska School Superintendents and Its Compariso
with the Nationwide American Superintendency. Report of a Study.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)
DESCRIPTIONS- *Administrator Attitudes; Elementary Secondary
Education; *Job Satisfaction; *Predictor Variables; State Surveys;
Superintendents; Tables (Data
IDENTIFIERS- Alaska; Job Descriptive Index

A survey of Alaska's 52 school superintendents revealed that the levels of satisfaction in several aspects of their jobs were affected by several task variables, in contrast to the findings of an earlier nationwide study. A personal-experiential instrument, a task variables instrument, and the Job Descriptive Index were used to obtain data. These data were subjected to canonical correlation analysis and multiple regression/correlation analysis. The study found 21 task variables that were related to the Alaskan superintendents' overall job satisfaction, 10 variables related to work satisfaction, 4 variables related to satisfaction with coworkers, 9 variables related to satisfaction with the way superintendents were supervised, and 5 variables related to satisfaction with pay. No significant relationships were found between either personal-experiential variables or demographic characteristics and job satisfaction. A survey of the literature is included in the paper, and appendices present the personal-experiential and task variable survey instruments. A bibliography of over 100 items concludes the document. (PGD)

ED 226 100 CE 033 250

Cronin, Roberta; Allen, Brad
The Uses of Research Sponsored by the Administration on Aging (AoA
Case Study No. 5. Maltreatment and Abuse of the Elderly.
American Institutes for Research in the Behavioral Sciences, Washington, DC. Gerontological Research Inst.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
REPORT NO.- AIR-82103-4/82-RP
PUB DATE- Apr 82
GRANT- AoA-90-AR-2173
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; *Aging (Individuals); *Antisocial Behavior; Case Studies; Information Dissemination; *Older Adults; Research; Research Projects; *Research Utilization; Social Networ Victims of Crime
IDENTIFIERS- *Administration on Aging; *Elder Abuse

This case study, one in a series of research efforts designed to investigate the utilization of the Administration on Aging's research, examines two elder abuse projects whose research was widely disseminated and used. The two studies are first described--one conducted at the University of Maryland's Center on Aging with another at the University of Michigan's Institute of Gerontology. (Both used literature reviews, surveys, and analysis existing case records to arrive at tentative conclusions about the dimensions of the elder abuse problem.) Section 2 describes the wa in which the new information produced by the studies has been used by federal policymakers, state planners and policymakers, service providers, and the media. Section 3 examines the importance of fou propositions about the conditions for research utilization in the case of the elder abuse projects: (1) extensive networking, (2) vigorous dissemination, (3) existence of a large audience of policymakers and practitioners with interest in the topic and a desire to do something about it, and (4) confirmation of study findings by other researchers. In the final section implications f future utilization strategies are suggested. (YLB)

ED 226 114 CE 034 628

HERO HELPS for Home Economics Related Occupation Coordinators. Volum I.

Northern Arizona Univ., Flagstaff. Center for Vocational Education.

SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.

PUB DATE- Sep 82

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Autoinstructional Aids; Competency Based Education; Distributive Education; *Fashion Industry; Individualized Instruction; *Interior Design; Job Skills; Learning Activities; Learning Modules; *Merchandising; *Occupational Home Economics; Pacing; Salesmanship; Secondary Education; Student Evaluation; *Textiles Instruction

IDENTIFIERS- *Home Economics Related Occupations

These 25 modules for independent study comprise the first volume o a two-volume set of HERO (Home Economics Related Occupations) HELPS for student use in competency-based professional development. A management system that includes a filing system, testing, record keeping, and scheduling is discussed. A sample contract and other class management forms are provided. Each module contains teache and student materials. Teacher materials include an information sheet listing resources and materials needed by students, an application (student evaluation instrument) with answer key, and a job advancement (more detailed student evaluation instrument) with answer key. Student materials include an outline of student activities (detailing job competencies covered in the module, learning activities to be completed, an optional extra credit activity) and information sheets. The 25 modules are categorized under six HERO areas (with representative module topics): fabric/fashion (bolt information, choosing fabrics, fabric blends, fabric finishes, fiber classification); merchandising--merchandise presentation (approaching the customer, talking about merchandise); merchandising--fashion accessories (handbag identification, materials and care, scarves); merchandising--fashion vocabulary (identification of dresses, skirts, coats, jackets, pants, sleeves, necklines, collars); merchandising--general (fitting women's swimsuits); and interior design (furniture arrangement, lighting). (YLB)

Statewide Conference on High Technology. Proceedings (Austin, Texas October 7-8, 1982).

Texas Advisory Council for Technical - Vocational Education, Austin
Texas Education Agency, Austin.

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Aerospace Industry; Biomedicine; Communications; *Computer Oriented Programs; Computers; Computer Science Education Data Processing; Electronics; Employment Projections; Energy Occupations; Human Factors Engineering; *Industry; Information Dissemination; Information Processing; *Labor Force Development; Labor Needs; Management Information Systems; Medical Services; Postsecondary Education; *School Role; Secondary Education; *Technological Advancement; Technology; *Vocational Education; Wor Processing
IDENTIFIERS- Computer Assisted Design; Computer Assisted Manufacturing; Robotics

These proceedings contain 11 papers that focus on how education must change what and how it teaches to keep up with the technological revolution. The presentations address the need for vocational education to produce students with skills in electronics and data communications (including computer-to-computer transmission); office systems and management of information; computer-aided design and manufacturing; robotics (including definition, need, technologies involved, major applications, and required skills); private sector initiatives to deal with social or economic problems; the role of vocational education in meeting the technical manpower needs of the energy industry; the need for workers with skills in biomedical engineering--both clinical engineering and bioengineering; the need for workers in the aerospace industry with skills in computer software, computer systems operations and maintenance of computer systems, software, and machines; high technological instructional options, especially industry/education cooperation; implications of high technology for education; and the need for the frequent re-education of workers an teachers caused by technological change. A final section provides comments from leaders in industry, government, and education regarding high technology, education, and the economy. (YLB)

ED 226 198 CE 035 087

What's Happening to American Labor Force and Productivity Measurements? Proceedings of a Conference Sponsored by the National Council on Employment Policy (Washington, D.C., June 17, 1982).

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
SPONS. AGENCY- National Council on Employment Policy, Washington, DC.
REPORT NO.- ISBN-0-88099-006-6
PUB DATE- 82
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($11.95; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Conference Proceedings; Data; *Databases; Data Collection; Data Processing; Economic Research; Employment; *Information Systems; Labor Economics; *Labor Force; *Productivity; *Statistical Data; Unemployment

This volume contains four papers presented at a 1982 conference sponsored by the National Council on Employment Policy. It begins with a brief policy statement warning that labor force and productivity data systems face deterioration because of budget cuts that have forced a decline in the quality and quantity of the published information and curtailment of needed research. Each of the papers, presented by a leading economic or statistical analyst, examines one part of the system. The first, by Leon Taub, explores the extent to which the Current Population Survey can aid in answering key policy questions relating to macroeconomic, labor market, and welfare issues. In the second presentation, by Robert Taggart, new measures of labor market-related economic hardships are proposed to supplement existing labor force and poverty statistics. The third paper, by Elliot Grossman and George Sadler, cautions that conventional productivity measures concentrating on labor are overstating productivity growth. To properly capture the substitution of capital for labor and labor for capital, the need for up-to-date measures of total factor productivity is emphasized. The fourth paper, by Orley Ashenfelter and Gary Solon, emphasizes that longitudinal data collection should not be halted, since such data provide insights unobtainable from cross-sectional data. A conference summary, by Sar A. Levitan, based on selective hearing is also provided. (YLB)

Hillison, John
A Study to Determine the Grading Biases of Vocational Teacher Educators.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Grades (Scholastic); *Grading; Higher Education; Interaction; Nonverbal Communication; *Preservice Teacher Education; *Student Evaluation; *Teacher Attitudes; Teacher Education; *Teacher Educators; Verbal Communication; Vocational Education; *Vocational Education Teachers

A study was conducted at Virginia Polytechnic Institute and State University to determine the relationship between the use of verbal and nonverbal interaction by preservice education students and the grades assigned to them by vocational education teacher educators. The study also investigated the assignment of grades by vocational teacher educators in different program areas, the influence of teacher educators' or students' sex on the grades they assigned or received, the difference among the grades given by different professorial ranks of teachers and to different course levels of preservice students. Teacher educators viewed and graded 10 minutes from 10 videotapes randomly selected from 57 videotapes made by agricultural education preservice students. Data were analyzed using the Pearson Product-Moment Correlation Coefficient and multiple correlation. The study found that the highest positive relationships for verbal interaction with grades assigned by vocational teacher educators were for "praises or encourages" and "asks questions," while the highest negative relationships were for "student question-initiation" and "accepts feelings." The highest positive relationships for nonverbal interaction with grades assigned were for "positive use of space" and "positive nod," while negative relationships for nonverbal interaction with grades assigned were for "negative facial expressions" and "negative gestures." Highest grades were given by teacher educators in agricultural education, by male teachers, and by associate professors. Highest grades were received by female students and students in methods courses. Further research was recommended to determine the reasons for these differences in grading. (KC)

ED 226 240 CE 035 202

Refrigeration and Air Conditioning Equipment, 11-9. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Air Conditioning; *Air Conditioning Equipment; Air Flow; Behavioral Objectives; Computation; Electric Circuits; Electricity; *Equipment Maintenance; Equipment Utilization; Instructional Materials; Job Skills; Lesson Plans; Military Personnel; Military Training; Postsecondary Education; Psychometrics; *Refrigeration; Refrigeration Mechanics; Safety; Secondary Education; *Technical Education; Thermodynamics; Workbooks
IDENTIFIERS- Military Curriculum Project; Troubleshooting

This military-developed text consists of three blocks of instructional materials for use by those studying to become refrigeration and air conditioning specialists. Covered in the individual course blocks are the following topics: refrigeration and trouble analysis, thermodynamics, and principles of refrigeration; major components and domestic and commercial refrigeration systems; and air conditioning systems (air movement, calculations, and psychometrics; direct expansion air conditioning systems; centrifugal air conditioning systems; and absorption systems). The course contains both teacher and student materials. Printed instructor materials include lesson plans and a plan of instruction detailing the steps of instruction, criterion objectives, the duration of the lessons. and support material and guidance needed. Student materials consist of study guides containing text information and workbooks containing objectives, assignments, and review exercises for each block of instruction (MN)

ED 226 284 CG 016 477

Christian, Gail; And Others
Cognitive and Emotional Factors Maintaining Shyness.
SPONS. AGENCY- Cincinnati Univ., Ohio.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Affective Behavior; *Attribution Theory; College Students; *Expectation; *Females; Higher Education; Interpersonal Competence; Psychological Patterns; *Self Esteem; *Social Cognition Sociocultural Patterns; Success
IDENTIFIERS- *Shyness

While little research has been done in the area of shyness and mos of that has been descriptive, both theory and research suggest that investigation of expectancy of success and attributional style differences between shy and not-shy individuals is warranted. Very shy (N=49) or not-shy (N=48) female subjects, selected from an initial group of 698 male and female volunteers, interacted with a male and female confederate pair (posing as subjects) in order to examine the cognitive and emotional factors maintaining shyness. During interaction, the confederate pairs responded to female subjects positively, neutrally, or negatively, depending upon assigned condition. Shy and not-shy subjects completed the Social Evaluation Reaction Questionnaire prior to the interaction and the Attribution Questionnaire after the interaction. Analyses of results revealed that very shy women expected less positive outcomes from social interactions and interpreted such outcomes to fit their negative self-concepts. The findings suggest that given the shy woman's tendency to interpret social situations in ways consistent with her negative self-concept, social success alone will not alter her shyness; the circle of expectation and interpretation itself must be altered. (Author/PAS)

ED 226 300 CG 016 493

Hall, Charles W. L.

Professional Development within the Division of Student Affairs.

PUB DATE- May 81

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Reports - General (140)

DESCRIPTIONS- College Faculty; *Educational Trends; Higher Education; Incentives; Inservice Education; Literature Reviews; Management Development; Models; *Professional Development; *Program Development; Program Effectiveness; *Student Personnel Services; *Student Personnel Workers; *Training Methods

This paper reviews the foundations, trends, and issues in the professional development of student personnel workers and the potential impact of that development on the Division of Student Affairs. The history of professional development arising from the application of management techniques to school systems, and for faculty and administrator development is discussed. The few studies relating to the professional development of student personnel workers are reviewed. Relevant models of professional development in student affairs programs from North Carolina State University, Eastern Michigan University, Cornell, the University of Nebraska, and California State University at Davis are described. A theoretical model is proposed which consists of: three vertical major roles, i.e., practitioner, supervisor, and administrator; a second dimension, based on time in the field; a third dimension, addressing competency; and a fourth dimension, based on type of organization. Steps in developing a management development program are outlined along with development criteria and principles. Implications of professional development for the issues of employee incentives, competency-based performance, and formal individual recognition are also discussed. An appendix of the component matrix for the specific programs described is included as well as a three-page bibliography. (JAC)

ED 226 315 CS 006 877

Monitoring of Literacy Programmes. Planning, Administration and Monitoring in Literacy; Portfolio of Literacy Materials, Series 2, Monograph 3.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 82
AVAILABLE FROM- UNIPUB, 1180 Avenue of the Americas, New York, NY 10036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Basic Education; Adult Literacy; *Developing Nations; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Literacy Education; National Programs; *Program Content; Program Development; *Program Evaluation
IDENTIFIERS- Unesco

The third of three related monographs resulting from a Unesco regional literacy workshop in Asia, this booklet provides information useful to those designing national programs in literacy training for underdeveloped and developing nations. The booklet is divided into four parts. The first part discusses the monitoring of literacy programs, including the purpose of monitoring and what should be monitored and by whom. The second section presents schematic diagrams of various monitoring structures, while the third section discusses the monitoring process as it applies to the components of the literacy program, such as financial input, class size, program expansion, and performance. The fourth section deals with the collection of monitoring data, including instruments and their classification, the quality of data, learner progress, supervisor's quarterly return, and the national data register. The appendixes contain the forms for various instructor reports, quarterly returns from successive administrative levels, and an annual report. (HTH)

ED 226 330 CS 007 003

Trelease, Jim
The Read-Aloud Handbook.
REPORT NO.- ISBN-0-14-046.534-0
PUB DATE- 82
AVAILABLE FROM- Penguin Books, 625 Madison Ave., New York, NY 10022
($5.95 paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052) Guides/Methods/Technique
(For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Elementary Education; Instructional Improvement;
*Parent Participation; Parent School Relationship; *Parent Student
Relationship; *Reading Aloud to Others; Reading Attitudes; Reading
Habits; Reading Improvement; *Reading Instruction; *Student Needs;
Sustained Silent Reading; *Teaching Methods

Intended for both parents and teachers, this handbook promotes reading aloud as a way to stimulate students' interest in reading and to improve their reading achievement. After an introduction and first chapter that stress the value of reading aloud, the book's second chapter explains when to begin reading aloud to children. Th following three chapters describe the stages of reading aloud, its do's and don'ts, and criteria for judging the appropriateness of reading material for the method. Chapters six and seven explain the roles of home and public libraries and television in a read aloud program, while chapter eight promotes sustained silent reading as reading aloud's natural partner. The final chapters contain an annotated list of read aloud materials and a guide to using the listed materials. (JL)

ED 226 361 CS 207 368

Nugent, Harold E.; Monroe, Susan

Critical Thinking and Problem Solving: The Evolution of a Course.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Course Content; Course Organization; *Critical Thinking; Curriculum Development; English Instruction; Higher Education; *High Risk Students; *Language Processing; *Problem Solving; Reading Skills; Sequential Approach; *Student Needs; Teaching Methods; *Writing Instruction; Writing Skills
IDENTIFIERS- Keene State College NH; *Theory Practice Relationship

In an attempt to serve underprepared students--students who are beginners in writing, reading, and logical thinking skills--the English department at Keene State College in New Hampshire has been evolving a developmental English composition course designed to enable these students to participate effectively in their subsequent general education courses. Research in cognitive psychology, psycholinguistic reading theory, and rhetoric led to the assumptions that intellectual strategies needed in critical thinking and problem solving can be taught, that writing is one of the best ways to develop these strategies, that prereading and prewriting activities can improve reading and writing processes, and that language skills are best developed in realistic problem solving situations. As the pilot course progressed, problem solving emerged as the most important element, and giving the students short oral problems requiring a minimum of reading and writing skills was recognized as the most effective way to develop these skills. In the present version of the course, the sequencing of skill acquisition is based on the idea that problem solving is at the core and that reasoning, reading, and writing are processes needed to solve the problem. In the future, the designers of the course will seek problem solving exercises based on daily life and increased interaction with the general education faculty. (JL)

ED 226 377 CS 207 389

Ellis, W. Geiger, Ed.
The ALAN Review. Vol. 10, No. 1.
Assembly in Literature for Adolescents, Athens, Ga.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTIONS- *Adolescent Literature; Authors; *English Instruction; Films; History; *Literary Criticism; *Literature Appreciation; Secondary Education; *Student Interests; Tape Recordings
IDENTIFIERS- Bennett (Jay); Blume (Judy); Major (Kevin); Zindel (Paul)

Young adult literature is the subject of this journal. The first article, "The Executioner Sings" (Jay Bennett), relates how and why its author writes. The next article, "Cinderella and the Pigman" (Lucy E. Waddey), explains why kids read the works of Judy Blume and Paul Zindel. "An interview with Keven Major" (Mike Angelotti) is the next selection. The fourth article, "Beyond Books: Media for the Classroom" (Dan Ward), describes several works of literature available in tape and film versions. The journal's final article, "Historical Fiction and Historical Interpretation" (Joel Taxel), points out the educational value of several historical novels. (JL)

ED 226 423 EA 015 347

Hathaway, Warren E.
Lights, Windows, Color: Elements of the School Environment.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Color; *Educational Environment; Elementary Secondar Education; *Environmental Influences; *Light; *Lighting; Physical Environment; Physical Health; Research Needs; Student Behavior; Visual Environment; *Windows

Recent research indicates there are a great many nonvisual effec of light on people. The control of rickets and the suntan effect a well understood. Less well known effects include synchronization o a number of physiological rhythms and prevention and control of infantile jaundice. Physiological and psychological effects also vary with the type of artificial light, whether it is from incandescent or cool-white or full-spectrum (daylight) fluorescent lamps. Student behavior appears to be favorably affected by full-spectrum lamps. Color also has an effect on people and their behavior. Research suggests that blues and greens tend to foster relaxation while shades of red or orange tend to induce activity. discussions of windows versus windowless space, building occupants seem to favor the ability to view the outside world. If the effect reported in the studies that have been undertaken to date can be replicated, educators and school facility designers should be able to design classrooms capable of producing desirable and predictabl student behaviors. (MLF)

ED 226 438 EA 015 365

Jarvis, Mel
U.S. Supreme Court Attempts to Establish New First Amendment "Right": Pico v. Island Trees School Board.
National Conference of Professors of Educational Administration.
SPONS. AGENCY- CFK, Ltd., Denver, Colo.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Journal Articles (080)
DESCRIPTIONS- *Board of Education Role; *Censorship; *Court Litigation; Elementary Secondary Education; Federal Courts; *Freedom of Speech; Moral Values; School Districts
IDENTIFIERS- *First Amendment; New York; *Pico v Island Trees Union Free School District; Supreme Court

In the case of "Pico v. Island Trees Union Free School District," involving school library censorship by a Long Island (New York) board, the U.S. Supreme Court in 1982 failed to decide whether board discretion or First Amendment rights should prevail, and instead remanded the case to lower courts. The author of this document first reviews the events leading up to the parents' suit against the board for removing books from the school libraries; he describes the decisions for the board in federal district court and for the parents in circuit court. Next he reviews the issues as seen in the Court's plurality opinion, by Justice Brennan, which emphasized First Amendment rights and the need to know the board's intent. He then explains dissenting opinions by Justices Burger, Powell, Rehnquist, and O'Connor, which saw the Court's action as an infringement on school boards' rights. Subsequently the author compares the two positions. He lists three conclusions about the case: first, that public education is the responsibility of states and school boards; second, that First Amendment cases engender confusing side issues; and, third, that boards should publish clear policies and apply them consistently. (RW)

ED 226 453 EA 015 381

Loucks, Susan F.; Hall, Gene E.

Investigating Program Implementation: A Field Perspective. Research on Concerns-Based Adoption.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&D-3121
PUB DATE- Mar 81
AVAILABLE FROM- Communications Services, Research and Development Center for Teacher Education, Education Annex 3.203, University of Texas, Austin, TX 78712-1288 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Change Strategies; *Educational Change; Educational Research; Program Evaluation; *Program Implementation; Program Improvement; *Research Methodology; *Research Needs
IDENTIFIERS- Concerns Based Adoption Model; Project Follow Through

The change process as it affects program implementation is the topic of this paper, which presents an overview of current knowledg about this process, discusses the methodology appropriate to future research on and evaluations of program implementation, and considers several areas in which new knowledge must be developed if the success of future change efforts is to be enhanced. These issues ar treated in terms of the implementation of Follow Through programs, process that has been going on for 13 years and that new research and development activities are aimed at improving and continuing. The research on which the authors' discussion is based followed the Concerns-Based Adoption Model, which they describe in the report. (PGD)

ED 226 498 EA 015 451

Anderson, Lascelles
Toward a Policy Definition of Educational Adequacy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 442.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cost Effectiveness; Court Litigation; Definitions; Educational Economics; Educational Equity (Finance); *Educational Finance; *Educational Policy; Educational Resources; *Equal Education; Models; Outcomes of Education; Productivity
IDENTIFIERS- *Educational Adequacy

This document addresses the need to deal with the concept of minimum educational adequacy, provides possible definitions of adequacy as viewed from a policy perspective, considers the factors involved in establishing a framework for exploring the various dimensions of adequacy, and treats the issues affecting formalization of a policy model of educational adequacy. The paper opens with the assertion that adequacy is a dimension of the broader concept of equality of opportunity. Several traditional ways of establishing equality are examined, and it is concluded that adequacy can best be regarded as an approach to the securing of equitable educational outcomes as opposed to inputs. The author reviews several court cases affecting school finance, analyzes their policy implications, and develops from these implications a definition of adequacy based on three criteria: an equalization program, the inclusion of need factors, and the inclusion of cost differentials in determining apprcpriate levels of real resources. The policy framework for implementing this definition incorporates an evaluation mechanism driven by the achievement of relevant output indicators. The author concludes with a description of a goal-programming policy model for adequacy based on educational production function concepts. (Author/PGD)

ED 226 142 CE 034 938

Middleton, M. A.
Task Analysis of Recreation Worker.
British Columbia Dept. of Education, Victoria.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Curriculum Development; Foreign Countries; *Job Analysis; Learning Modules; *Occupational Information; Postsecondar Education; Professional Development; Recreation; Research Methodology; *Staff Development; *Task Analysis; Vocational Educati
IDENTIFIERS- *British Columbia; Developing a Curriculum; *Recreation Workers

Using the DACUM (Developing a Curriculum) process, the British Columbia Ministry of Education performed a task analysis of the work of recreation workers. A survey questionnaire was developed and mailed to 600 practitioners in the field; 262 were returned, with 232 of these usable. The majority of the respondents were from the Vancouver area, were in supervisory mid-management, had attained a college degree, and had carried out a professional development activity during the year. A factor analysis was carried out on the data received, and three sets of factors were identified: core factors, administration factors, and supervisory mid-management factors. Core factors were park and facilities maintenance, philosophy of recreation and leisure, administration/management, community development, program development, marketing, and personnel management. Administration factors identified were personnel management, financial management, planning, management techniques, and community development; while supervisory mid-management factors were community development, program development, and facility maintenance. Results of this task analysis were to be used to develop professional activities and programs for recreation workers. (KC)

ED 226 156 CE 034 988

Defense Economic Impact Modeling System (DEIMS). Skill Categories Included within Defense Impact Modeling System Skilled Labor Demand Model.

Department of Defense, Washington, D.C.

PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Business Cycles; Data; Economics; *Employment Projections; *Expenditures; *Labor Needs; *Military Service; National Defense; *Tables (Data); Vocational Education
IDENTIFIERS- Defense Economic Impact Modeling System; *Defense Expenditures; *Economic Impact

Updated Defense Economic Impact Modeling System (DEIMS) manpower data are provided. Skilled-labor demand by job categories and industrial sectors are estimated for 163 skill categories. Both defense and non-defense demands are presented for the years 1982 to 1987. The average annual percentage growth for the time period is also estimated. Data are provided for these industrial occupations that include the 163 skill categories: engineers, life and physical scientists and mathematicians, engineering and science technicians, health workers, technicians, computer specialists, social scientists and other professionals, business professionals and staff, craft and related workers, operatives, service workers, and laborers. (YLB)

ED 226 170 CE 035 014

Wichowski, Chester; Walker, Thomas
Research Questions in Trade and Industrial Education.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTIONS- Access to Education; Advisory Committees; Articulatio (Education); Career Counseling; Career Education; Curriculum; Curriculum Development; Delivery Systems; Disabilities; Educationa Finance; *Educational Research; Education Work Relationship; Graduate Surveys; Instructional Design; Job Placement; Job Skills; Mainstreaming; National Surveys; Nontraditional Occupations; Postsecondary Education; Program Development; Program Improvement; Questionnaires; *Research Needs; School Counseling; Secondary Education; Sex Fairness; Teacher Characteristics; Teacher Educatio Teacher Improvement; *Trade and Industrial Education; Vocational Followup

Results are reported of a nationwide survey to identify and categorize research questions related to the trade and industrial education area. (Respondents were members of the Policy and Plannin Committee and the Research Committee of the American Vocational Association's Trade and Industrial Division, state and territorial supervisors of trade and industrial education, and department chairpersons and program leaders of trade and industrial education at colleges and universities.) A rank ordering of the research questions by frequency and percentage is provided in a table. Findings are then presented according to the 12 categories used to organize the research questions as they were provided by the respondents. Some questions are listed under more than one category Research problems are then categorized under advisory committees, articulation, curriculum delivery/instruction, placement, followup, funding, guidance/counseling, special needs, program planning/access, sex equity, and teacher preparation/upgrading. The questionnaire is appended. (YLB)

ED 226 184 CE 035 043

Stamps, Jeff; And Others
Public Fire Education Planning. A Five Step Process.
Children's Museum, Boston, Mass.; Whitewood Stamps Inc., Newton, Mass.
SPONS. AGENCY- Federal Emergency Management Agency, Washington, D.C.
REPORT NO.- FA-5
PUB DATE- Apr 80
GRANT- 75009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Community Programs; Community Resources; Educational Planning; *Fire Protection; *Fire Science Education; Needs Assessment; Objectives; Program Design; *Program Development; Program Evaluation; Program Implementation; *Safety Education
IDENTIFIERS- Impact

This manual describes a systematic approach to designing, implementing, and evaluating public fire education programs. An introductory section discusses use of the planning process that has a starting point and five basic steps. The second section focuses on the starting point--establishing responsibility in two major areas as well as administrative or policy responsibility and staff or program responsibility. The next five sections each cover one of the five steps. Materials provided for each step are an objective; activities that involve gathering and organizing information, materials, and resources; and a decision (review, summarization of, and action on the information). These five steps are described: (1) identification of major local fire problems, (2) selection of program objectives that meet the community's needs and resources, (3) design of the educational program package, (4) implementation of the educational program designed for the community's specific needs and resources, and (5) evaluation of the program's impact. Appendixes include a summary of the Oregon experience in using the Public Fire Education Planning process and worksheets, both a completed sample and a blank form of each one. (YLB)

ED 226 226　　　　　　　　　　　　　　　　CE 035 155

Investigative Photography, 16-1. Military Curriculum Materials for Vocational and Technical Education.

Army Military Police School, Fort McClellan, AL.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- Mar 75
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Color; *Equipment Utilization; Investigations; *Light; Military Personnel; Military Training; Optics; *Photochemical Reactions; *Photographic Equipment; *Photography; Postsecondary Education; Secondary Education; *Technical Education
IDENTIFIERS- *Crime Detection; *Investigative Photography; Military Curriculum Project

This military-developed text consists of nine lessons dealing with investigative photography. Covered in the individual lessons are the following topics: light (light as the basis of photography, the behavior of light, the composition of white light, light transmission, reflection and absorption, illumination, and pinholes and light); camera lenses and optics (types of lenses, lens defects, lens focal length, aperture setting and light control, lens angles, image size, the circle of confusion, and lens focusing characteristics); cameras; films (black and white films, color film, diffusion transfer reversal system materials, and film selection); principles of exposure (basic outdoor exposure, interchanging the stop and shutter speed, light meters, exposure with artificial light, filter effects, filter types, and film factors); photographic chemistry and processing (film development, negative developing solutions, the effects of developer and negative density, developer life, processing the negative, negative processing problems, printing paper and printing, and processing the print); copy and small object photography (photographing small objects and fingerprints); and crime scene photography (photographing crime scenes and articles of evidence). Each lesson has an objective, suggestions for study, a reading assignment, review exercises, and answers to the exercises. A course exam is also included, but no answers are available. (MN)

ED 226 253 CE 035 250

Kowle, Carol P.; And Others
Use Information Resources to Help Improve Vocational Education Programs. Module LT-I-1 of Category I--Program Improvement. Competency-Based Vocational Education Administrator Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-115-9
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, Athens, GA 30602 ($4.60; complete set--$151.80).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Education; Case Studies; Competency Based Education; Higher Education; Individualized Instruction; Information Seeking; *Information Sources; *Information Utilization; Job Skills; Learning Activities; *Management Development; Postsecondary Education; Problem Solving; *Program Improvement; School Administration; Secondary Education; *Vocational Directors; *Vocational Education

This module, one in a series of competency-based administrator instructional packages, focuses on a specific competency that vocational education administrators need to be successful in the area of program improvement. The purpose of the module is to help administrators to identify sources of information needed to make program improvement decisions and to improve skills in using these information resources to solve problems and make decisions. An introduction provides terminal and enabling objectives, a list of resources needed, and a glossary of selected terms. The main portion of the module includes three sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves. Each learning experience consists of a number of activities that may include information sheets, case studies, samples, checklists, and self-checks. Optional activities are provided. The final learning experience also provides an assessment form for administrator performance evaluation by a resource person. (YLB)

ED 226 269 CG 016 462

Earle, Walter B.; And Others
Antecedents of Helping: Assessing the Role of Empathy and Values.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Affective Behavior; *Behavior Patterns; College Students; Emotional Response; *Empathy; Helping Relationship; Higher Education; Interpersonal Relationship; Letters (Correspondence); *Moral Values; *Prosocial Behavior; Psychological Patterns; Student Characteristics

Empathy and prosocial moral values are often identified as antecedents of helping behavior, but interest in their relationship and joint operation has only recently emerged. To investigate the relative contribution of empathy and values to helping responses, 87 college students were confronted with a request for help delivered either in person or by written note. The results showed the helping behavior in the "live appeal" condition was a function of students' prosocial value orientation, but not of their level of dispositional empathy. Conversely, dispositional empathy was the sole determinant of helping in the "written appeal" condition. The findings are consistent with a conception of empathic emotion as an "activator" of helping responses and of values as "facilitators" channeling response tendencies triggered by empathic arousal, and suggest that further research is in order to reverify the respective roles of empathy and values in producing prosocial behavior. (JAC)

ED 226 347 CS 207 342

Shepherd, Doug
Progressive Nurturing of Creativity in High School Writing Classes.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo
Use - Teaching Guides (For Teacher) (052) Speeches, Conference
Papers, "Papers Presented at..." (150) Reports - Research/Technic
(143)
DESCRIPTIONS- *Creative Writing; Creativity; Curriculum Enrichment
English Curriculum; High Schools; *Instructional Improvement;
*Student Motivation; Student Teacher Relationship; Teacher
Attitudes; *Teaching Methods; *Writing Instruction; Writing Resea

To teach creative writing effectively, teachers must be writers themselves and be willing to pass on their tricks of the trade to students. Conducted to determine what structures existed to help teachers pass on their skills, a survey of creative writing in hig schools in the Chicago suburban area revealed a continuum, with onl one school having no emphasis at all on creative writing, and no school matching the large, structured program of the Interlochen Arts Academy in Michigan. Most schools did teach creative writing, in regular English classes, creative writing courses, or both. Enrichment programs included media programs, guest speakers, and writer workshops. A majority of the schools published a literary magazine at least once a year and took part in writing contests. Funding usually came from English departments or from sales of literary magazines. To improve existing creative writing programs, talented writers need to be identified early and then encouraged t gain as much creative writing experience as possible, perhaps in formal creative writing or honors courses or through participation in contests. In this way, upper level creative writing courses wil serve as advanced courses. Given the favorable attitudes revealed a departmental poll, the necessary nucleus of committed teachers f such a writing program could be found. Enrichment activities that build a good writing tradition by involving and rewarding students are the final component of an improved creative writing structure. (Includes questionnaires and charts of results.) (JL)

ED 226 393 CS 504 115

Keough, Colleen M.
Sexist Language: Terministic Screens and Transcendence.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Change; English; Influences; *Language Attitudes; *Language Role; *Language Usage; *Linguistic Theory; *S Bias; *Sex Stereotypes
IDENTIFIERS- *Burke (Kenneth); Rhetorical Theory

The most appropriate vehicle for examining the role of language i producing sex role stereotypes and sexism is Kenneth Burke's concep of the terministic screen, a definition of reality that directs the attention of the audience along a certain line of thought. Thus, once a linguistic term is accepted as reflecting reality, the term influences the selection and deflection of future observations. Burke's theory of dialectics provides a corollary to this discussion, treating ideas and action as paired or polar terms that can be viewed as being discontinuous, separated by different interpretations of a sitatuion. Transcendence allows discontinuous terms to be synthesized by a common term that dissolves the discontinuity into a new unity. The melding of both these concepts provides the rhetorical underpinnings for a theory of how language can affect behavior and attitudes viewed from this perspective: sexist language causes sexism by acting as a discontinuous, terministic screen. The problems caused by sexist language can be transcended by a nonsexist language. Unfortunately, such a rhetorical analysis will remain only theoretical until there is a greater adoption of nonsexist terms as the accepted form of America English. (HOD)

ED 226 409 EA 015 283

Hansen, Kenneth H.
Improving Educational Quality in a Time of Declining Resources. An Issue Analysis Paper.
Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Attitudes; Educational Change; *Education
Improvement; Educational Policy; *Educational Quality; Educational Research; Educational Resources; Retrenchment; Secondary Education
State Departments of Education

There is a growing body of credible evidence that successful efforts can be made to improve the quality of secondary education despite cutbacks in educational resources. Such efforts are demande by the current conservative public attitude toward education, as exemplified by movements for tax and spending limitations and for the return to educational basics. This document briefly characterizes recent critical studies of secondary education that now serve as the foundation for reform efforts, and notes significant major studies currently under way. The report then classifies the findings and recommendations of these studies under three major headings: those calling for basic changes in society, those requiring fundamental structural changes in the organization and operation of secondary schools, and those suggesting changes that can be made within the present school framework. The author notes that many of these proposals are impractical, few address the political issues involved, and only rarely do they recognize the cutbacks in available funding. Before summarizing, the report lists several directions in which educational quality can be pursued without additional funding: refining educational goals, restricting efforts on low priority activities, focusing the academic curriculum, adopting direct instruction practices, and increasing student time on task. (Author/PGD)

ED 226 484 EA 015 432

A Reawakening: Character Education and the Role of the School Board
Member.
California School Boards Association, Sacramento.
PUB DATE- Aug 82
AVAILABLE FROM- Publications, California School Boards Association,
916 23rd Street, Sacramento, CA 95816 ($2.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Board of Education Role; *Curriculum; Elementar,
Secondary Education; *Ethical Instruction; *Moral Values;
Socialization; *Social Values; Student Needs
IDENTIFIERS- *Character Education

The California School Boards Association (CSBA) established a tas force to define the term "character education" and to clarify the needs of the public schools for curricula and instructional materials supporting character education. This report synthesizes the results of the task force's efforts. The failure of U.S. society's formal and informal educational systems to instill clear moral, ethical, and social values in young people is documented first. The report then describes the character education concept as education in several virtues that are required to maintain a democratic and humane society, notably altruism, compassion, courage, courtesy, generosity, honesty, industriousness, integrity, loyalty, obedience, punctuality, respect for authority, responsibility, self-discipline, self-respect, and tolerance. The role of boards of education in fostering and supporting character education efforts is described next, followed by recommendations fo action by the CSBA. The report also suggests, very briefly, how school districts can find, recognize, and develop successful character education programs. (PGD)

ED 226 241 CE 035 203

OJT Trainer Orientation, 12-7. Military Curriculum Materials for Vocational and Technical Education.

Air Training Command, Randolph AFB, Tex.; Ohio State Univ., Columbus National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.

PUB DATE- May 79

LANGUAGE- English

EDRS Price - MF03/PC26 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Audiovisual Aids; Course Content; Instructional Materials; *Job Training; *Lesson Plans; Military Training; *On the Job Training; Postsecondary Education; Preservice Teacher Education *Staff Development; Teacher Education; *Teaching Methods; *Training Methods; Training Objectives; Vocational Education

IDENTIFIERS- Military Curriculum Project

This course, developed from military curriculum materials for use in vocational and technical education, is designed to provide training in the skills and knowledge necessary to perform as a trainer in on-the-job training programs (OJT). The package includes information on the role of OJT, how to conduct training, evaluation techniques, and demonstration/performance exercises. Included in the course is an OJT training chart with instructions for use. Another component of the package, the Handbook for Air Force Instructors, is a general instructional guide that can be used for teaching any course. The areas covered in the handbook are lesson planning lesson development, instructional methods and media, evaluation, and the student as an individual. Materials in the course package include lesson plans with objectives and evaluation criteria, information sheets, test items, and audiovisual aids. (KC)

ED 226 285 CG 016 478

Cherniss, Cary
Burnout: Two Ways of Defining It and Their Implications.
PUB DATE- 26 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Burnout; Cultural Context; Human Services; Morale; Moral Values; Religious Factors; *Schemata (Cognition); *Scientifi Attitudes; *Scientific Concepts; *Social Theories; State of the Ar Reviews; Stress Variables
IDENTIFIERS- *Commitment; Professionalism

How we go about labeling and conceptualizing the social problem o burnout reveals much about the underlying values and assumptions of our culture. An examination of the history of social science and related, applied fields during the last 150 years, reveals two different paradigms, i.e., ways of viewing the world based on untested assumptions and biases, which have been used to guide research and practice: the moral-religious and the scientific-technical. When burnout is viewed from the perspective o the first it is more likely to be regarded as the loss of moral commitment rather than a maladaptive reaction to stress. This distinction is meaningful for research and action because a social-commitment conception leads us to anlayze ways in which social systems generate and maintain commitment; the dominance of the scientific technical paradigm leads us to think how social systems create stress. The problem underlying reliance on the scientific-technical paradigm stems from the fact that this mode of thinking actually contributes to burnout by weakening the ability t form strong commitment to any external frame of reference and strengthening the culture of professionalism which in turn weakens the bonds between caregivers and the settings in which they work. Burnout is the result of this diluted sense of community. These emphases inherent in the scientific-technical paradigm have undermined the social supports and commitment mechanisms that could protect caregivers in the human services from stress and burnout. (PAS)

ED 226 301 CG 016 494

Gilligan, Carol; And Others
The Contribution of Women's Thought to Developmental Theory: The Elimination of Sex Bias in Moral Development Research and Education.
Harvard Univ., Cambridge, Mass.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-80-0086
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age Differences; Classification; Educational Principles; Ethics; *Helping Relationship; *Justice; *Moral Development; Psychological Studies; *Self Concept; Sex Bias; *Sex Differences
IDENTIFIERS- *Life Events

Investigations of moral development have usually relied on longitudinal research on adolescent males; such research has served as a basis for national educational efforts to foster moral development. To represent female as well as male perspectives in constructing theories of human development, conceptions of morality and conceptions of self and the relationship between them were investigated in a cross sectional sample of 36 individuals, evenly divided by sex, at each of nine ages, and matched for education and social class. From interview data, coding manuals were developed that identify and describe two different conceptions of morality (justice and caring) and two different conceptions of self in relation to others (separate and connected). The manuals were used to test the hypotheses that: morality as justice is predominately male and morality as caring is predominately female; a conception of self as separate is predominately male and a conception of self as connected is predominately female; those whose conception of moraltiy is justice will have a conception of self as separate and those whose conception of morality is caring will have a conception of self as connected. All three hypotheses were confirmed. These results provide a basis for an expanded theory of moral development that represents the perspectives of both males and females and offers schools a new way to think about moral development in education. (MCF)

ED 226 331 CS 007 004

Young, Sheryl; And Others
Process Models of Reading: Some Data on the Initiation of Processes.
Colorado Univ., Boulder. Inst. of Cognitive Science.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-TR-117
PUB DATE- Oct 82
CONTRACT- N00014-78-C-0433
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- College Students; *Eye Fixations; Eye Movements; Higher Education; Input Output Devices; *Models; Reading Improvement; *Reading Processes; *Reading Rate; *Reading Research; *Recall (Psychology)
IDENTIFIERS- *Chunking

Two experiments were conducted to distinguish empirically between the interactive and noninteractive models of reading. In the first study, 18 undergraduates divided into three groups by reading ability read stories in an RSVP mode. Two variables were manipulated within subjects--rate of presentation and amount of text presented per unit of time. Results showed that recall improved with increased unit size. Providing subjects with optimal or near optimal chunks reduced or eliminated one resource demand, thus permitting an allocation of those resources to other processes that contributed to recall. As the rate of presentation increased, recall deteriorated. To determine whether assisting the subject in chunking was responsible for the unit size effect, a new unit size was used in the second experiment with 84 different undergraduate subjects. In addition, units of text were presented so that the eyes remained fixated at the same location throughout every passage. Results showed that the elimination of eye movements improved performance. In general, the unit size manipulations in the two experiments demonstrated that assisting the subjects in chunking and thereby freeing resources used to chunk resulted in both improving text memory and increasing the number of macro propositions produced. Poor readers compensated for poor comprehension processes by slowing all processing down. It was concluded that the data were inconsistent with both serial and parallel noninteractive models of reading; that resource allocation among component processes was an integral part of any interactive model; and that resources and data were exchanged in both a top-down and a bottom-up manner during reading. (HOD)

ED 226 378 CS 504 037

Ceropski, Janet M.; Kline, Susan L.

Social Perception Processes and Person-Centered Communication in the Medical Setting: Research Findings and Implications for Medical Education.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; *Communication Skills; Higher Education; *Interpersonal Communication; Interpersonal Competence; Medical Students; *Physician Patient Relationship; *Predictor Variables; Research Methodology; *Social Cognition

A study investigated the relationships among the social perception processes, person-centered communicative strategies, and the mediating factors of empathy and context-relevant beliefs of physicians. Subjects, 46 first-year medical students, were first interviewed on a series of structured tasks that assessed their constructs for perceiving people and the "person-centeredness" of their communication in situations frequently faced by physicians. After the interviews, the subjects completed a mail questionnaire designed to assess their attitudes about the medical interview and their levels of empathic motivation. In the final phase of the study, each subject interviewed a recently admitted patient at a university hospital to isolate the patient's present condition and to find out information about his or her medical history, the medical history of the patient's family, current treatment, and life style. These results showed that person-centered communication was consistently related to medical students' ability to construe the dispositional and motivational characteristics of their patients. It appeared that when the physician's goal was to regulate, advise, or solicit information from a patient, those with more sophisticated interpersonal construct systems were more likely to conceive the patient's perspective and to use it in formulating patient-centered communication strategies. (FL)

ED 226 424   EA 015 349

Hoferek, Mary J.
Overcoming Barriers to Leadership by Women--Identification of Barriers: A Psycho-Social Perspective.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Females; Higher Education; *Leadership; Leadership Responsibility; *Physical Education; *Professional Personnel; Professional Recognition; *Promotion (Occupational); Role Models; Sex Discrimination; Sex Role

Recent data indicate that women are underutilized and underrepresented in leadership roles in physical education at the higher education level, that the degree of underutilization and underrepresentation increases with the degree of power associated with the role in question, and that this situation is typical also of higher education in general and of other professional fields as well. This essay examines the concept of leadership current in leadership literature and analyzes several factors that affect both the attainment by women of leadership positions (particularly in physical education) and their behavior relative to the advancement of women once in those positions. Noting that the effects of sex discrimination on women may lead them to undervalue themselves as a group and even to undermine the careers of other women, the author suggests structuring professional opportunities in order to train women as leaders rather than continuing to socialize women into a system that perpetuates their underutilization. (Author/PGD)

ED 226 468 EA 015 416

Jones, Effie H.; Montenegro, Xenia P.
Recent Trends in the Representation of Women and Minorities in Schoo
Administration and Problems in Documentation.
American Association of School Administrators, Arlington, Va.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrators; Elementary Secondary Education; *Employed Women; Equal Opportunities (Jobs); Ethnic Distribution; Females; Males; *Minority Groups; National Surveys; Principals; Racial Composition; Research Problems; Sex Discrimination; Superintendents; Tables (Data); Trend Analysis
IDENTIFIERS- *Women Administrators

Project AWARE (Assisting Women to Advance through Resources and Encouragement), under the auspices of the American Association of School Administrators and the Ford Foundation, conducted a survey in 1981 of the chief state school officers in all 50 states and the District of Columbia. Data were collected on the sex, race, and ethnic background of school superintendents, assistant superintendents, principals, and all other personnel classified as administrators. Data were also gathered from earlier national surveys. The results are presented in 10 tables. For 1981, information is provided by sex and race/ethnic group for all administrators and for superintendents, assistant superintendents, and principals. Trend data on women administrators are given from 1970 to 1981 for superintendents and assistant superintendents; from 1968 for principals; and from 1910 for all administrators. Trend data by both sex and race/ethnic group are provided from 1974 to 1981 for principals and for all administrators. Among the survey problems identified by the authors are sampling, definitions of positions and of full-time equivalency, and both confusion and lack of data on racial and ethnic categories. Among their conclusions are that women and minorities are still underrepresented in school administration and that the lowest levels were reached in the 1970's. (RW)

ED 226 499 EA 015 452

Cronin, Joseph M.
Educational Adequacy: A State Perspective.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 442.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Costs; Definitions; Educational Equity (Finance); *Educational Finance; *Educational Objectives; Educational Resources; Elementary Secondary Education; Equal Education; *Government Role; School Support; Standards
IDENTIFIERS- *Educational Adequacy

In this paper a former state school officer considers the concept of educational adequacy. He notes first that definitions of adequacy vary according to the population served, and that for any definition at least three levels of adequacy can be specified. He argues that education fails to achieve the lowest level of adequacy in many communities because teacher salaries are too low and the school day and school year too short. Various aspects of educational equality, both financial and social, are treated next, followed by discussions of the measurement and certification of adequacy. School finance is the next major topic, involving per-pupil costs, program weightings, local tax effort, interdistrict cost variations, and the distribution of the financing burden to various levels of government. Past trends and future prospects for financing are examined. Following a closer inspection of the federal role in supporting adequate financing of education and of the implications of adequacy standards for private education (and vice versa), the author concludes with specific recommendations regarding defining and implementing educational adequacy criteria. (PGD)

ED 226 101 CE 033 866

Hamparian, Donna M.; And Others
Youth in Adult Courts: Between Two Worlds. Major Issues in Juvenile Justice Information and Training.
Academy for Contemporary Problems, Columbus, Ohio.
SPONS. AGENCY- National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
PUB DATE- 82
GRANT- 78-JN-AX-0038
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; *Court Litigation; Delinquency; *Delinquent Rehabilitation; Due Process; Justice; *Laws; Policy Formation; Public Policy; State Legislation; *Youth
IDENTIFIERS- *Youth in Adult Courts

This report contains findings of a nationwide study of youthful offenders tried in adult courts. Data were gathered from more than 3,000 counties for the year 1978. The report is organized into six chapters. Chapter 1 introduces the study and explains its methodology and the background of the problem (covered in more detail in Appendix A). Chapter 2 reviews the treatment of youth in adult courts over the past 50 years, while chapter 3 presents an overview of the results of the legal research and includes a survey of state statutes for prosecuting youth in adult courts. In chapter 4, a summary of the results of the national census are presented. This chapter indicates the total number of youth prosecuted in adult courts in 1978, showing how many youths entered adult courts through each legal mechanism in each state and each county. Chapter 5 summarizes the findings of 10 on-site case studies (the full texts of which can be found in five volumes containing 50 state and 2 federal profiles). The final chapter presents the numerous conclusions of the study and raises a number of policy issues. (KC)

ED 226 115 CE 034 629

HERO HELPS for Home Economics Related Occupation Coordinators. Volum II.

Northern Arizona Univ., Flagstaff. Center for Vocational Education.

SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Agricultural Education; Allied Health Occupations Education; Autoinstructional Aids; Child Care Occupations; *Communication Skills; Competency Based Education; Cooking Instruction; *Day Care; Employment Interviews; Floriculture; *Food Service; Human Relations; Individualized Instruction; *Interpersona Relationship; Job Skills; Learning Activities; Learning Modules; Mathematics; *Nurses Aides; *Occupational Home Economics; Secondary Education; Student Evaluation; Telephone Usage Instruction; Vocational Education
IDENTIFIERS- *Home Economics Related Occupations

These 26 modules for independent study comprise the second volume of a two-volume set of HERO (Home Economics Related Occupations) HELPS for student use in competency-based professional development. Each module contains teacher and student materials. Teacher materials include an information sheet listing resources and materials needed by students, an application (student evaluation instrument) with answer key, and a job advancement (more detailed student evaluation instrument) with answer key. Student materials include an outline of student activities (detailing job competencies covered in the module, learning activities to be completed, an optional extra credit activity) and information sheets. The 26 modules are categorized under five HERO areas: General (communicating to employers, communicating with customers, communication from employers, communicating with coworkers, communication on the job, dressing for an interview, positive attitude, basic math--figuring discounts, overcoming barriers to upward communication, using the telephone, job interview, you and your boss), food service (introduction to garnishes, simple garnishes, complex garnishes, cake decorating, basic tools for cooking, commercial kitchen appliances), child care (establishing a day care center, day care state regulations, science projects for preschoolers, supervising dramatic play, bulletin boards), floristry (terrarium), and health care aid (bed bath, bed making--unoccupied). (YLB)

ED 226 129 CE 034 865

Frasier, James E.; Stanton, William
Operational Procedures for Successful Vocational-Technical Resource Consortia in Serving Business and Industry in Ohio.
Cincinnati Univ., OH. Dept. of Curriculum, Instruction and Vocationa Education.
SPONS. AGENCY- Ohio State Advisory Council for Vocational Education, Columbus.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Consortia; *Coordination; *Economic Development; *Educational Cooperation; Information Dissemination; Interviews; Job Training; Literature Reviews; Marketing; Organization; Program Administration; Program Effectiveness; Progra Proposals; Questionnaires; School Business Relationship; School Involvement; School Role; *State Programs; Surveys; *Vocational Education
IDENTIFIERS- Ohio; *Vocational Technical Resource Consortia

The development, organization, and operation of the Vocational-Technical Resource Consortia in Ohio was examined to identify those elements, policies, practices, and procedures that contribute to their effective operation and future growth. Data about individual consortia and general information were gathered by questionnaires completed by consortium members, case studies, interviews with state leaders, and a literature review. The most successful operating procedures were classified according to (1) organization and administration, (2) marketing and communicating strategies, (3) training proposal development, and (4) training proposal approval and management. Specific procedures included funding and support from the governor, state legislature, and Department of Economic and Community Development; representation of non-educational organizations in the membership; Chamber of Commerc and local economic development agency involvement; business and industry contacts through face-to-face, on-site meetings; informing business and industry about training resources available through local educational institutions; informing educators about new and emerging occupations, labor market trends, and training needs; publicizing services and activities through brochures, the media, and presentations; development of a standard format and criteria fo training proposal development; state support of approved training projects; and successful implementation of a variety of programs. (Appendixes include the questionnaire and information and materials on consortia and their activities.) (YLB)

ED 226 143 CE 034 939

Task Listings Resulting from the Vocational Competency Measures Project. Memorandum Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 82
CONTRACT- 300-79-0735
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Agricultural Chemical Occupations; Agricultural Machinery Occupations; Agricultural Occupations; Auto Mechanics; Carpentry; Competence; Dental Assistants; Electronic Technicians; *Evaluation Criteria; Food Stores; Hospitality Occupations; *Job Skills; *Minimum Competencies; Needle Trades; Performance; Physica Therapy Aides; Retailing; Sales Occupations; *Skilled Occupations; Technical Occupations; *Vocational Education; Waste Water; Water Treatment; Word Processing
IDENTIFIERS- Computer Technicians; Grocery Checkers; *Vocational Competency Measures Project; Waiters Waitresses

This memorandum report consists of 14 task listings resulting fro the Vocational Competency Measures Project. (The Vocational Competency Measures Project was a test development project that involved the writing and verification of task listings for 14 vocational occupational areas through over 225 interviews conducted in 27 states.) Provided in the report are task listings for the following occupations: agricultural chemicals application technician, farm equipment mechanic, computer operator, word processing specialist, grocery clerk, hotel (motel) front office personnel, dental assistant, physical therapist assistant, fashion and fabric sales and sewing, electronics technician, restaurant service occupations, water and wastewater treatment technician, diesel mechanic, and carpenter. The task listings include general concepts and tasks, job-specific tasks, and, where applicable, safety procedures. Attached to each task listing are references fr which the initial task inventory was derived. (MN)

ED 226 157 CE 034 989

Nelson, Orville

Winnebago Vocational Needs Assessment Study: Vocational Needs of Adults.

Madison Area Technical Coll., Wis.; Western Wisconsin Technical Inst., La Crosse.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; *Adults; *American Indian Education; *American Indians; Career Choice; Educational Attainment; *Educational Needs; Educational Objectives; Employer Attitudes; Employment Level; Employment Services; High School Students; Income Job Placement; Job Training; *Needs Assessment; Postsecondary Education; Questionnaires; Secondary Education; Student Attitudes; Surveys; Tribes; *Vocational Education
IDENTIFIERS- *Winnebago (Tribe); Wisconsin

A study identified the vocational needs of Winnebago adults. To identify these needs, researchers interviewed 340 of the approximately 3,174 Winnebago adults living in the Central Wisconsin area, administrators of 15 area secondary and postsecondary schools, and 103 Winnebago students attending area high schools. While job placement and vocational education services were of the most interest to the adults responding to the survey, a moderately high degree of interest in career counseling existed. Also considered important by the respondents was information on training requirements, financial requirements, jobs, and special training. Those with only a grade school education were extremely interested in career planning information. According to the administrators surveyed, Winnebago students have slightly more difficulty in finding a job than do members of the general population. All of the school districts responding to the survey provided career counseling services and 12 of the 15 offered job placement services. The vocational areas in which the student respondents were most frequently enrolled were business education, home economics, industrial arts, and trade and industrial education. College or postsecondary vocational and technical education was the most frequently identified type of educational preparation needed to obtain the respondents' career choices. (MN)

ED 226 171 CE 035 015

Wichowski, Chester; McMahon, Gordon
Trends and Issues in Trade and Industrial Education.
PUB DATE- Dec 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Advisory Committees; Articulation (Education); Career Education; Career Guidance; Curriculum; Curriculum Development; Disabilities; Disadvantaged; *Educational Attitudes; Educational Finance; Educational Research; *Educational Trends; Females; Financial Support; Followup Studies; Job Placement; Minority Groups; National Surveys; Nontraditional Occupations; Postsecondary Education; Program Development; Program Evaluation; Secondary Education; Sex Fairness; Teacher Education; *Trade and Industrial Education
IDENTIFIERS- *Educational Issues

Findings are reported from a survey of state- and territorial-level supervisors of trade and industrial education to rate trends and issues in trade and industrial education. (A trend was defined as a course of events or action that is present and likely to continue in the future. An issue was defined as a difference of opinion, dispute, or professional controversy regarding a course of action.) Six tables identify (1) the top 10 trend items, (2) the top 10 issue items, (3) the top trend items within each of the 11 categories of the opinionnaire, (4) the top issue items within each of the 11 categories of the opinionnaire, (5) a listing of additional trend and issue items provided by respondents, and (6) a summary of all responses and their calculated means. The 11 categories of trend and issue items are advisory boards; articulation; curriculum; delivery; followup, placement, and evaluation; funding; guidance and counseling; handicapped and disadvantaged students--special needs; program planning and access; sex-role equity; and teacher preparation and upgrading. The opinionnaire is appended. (YLB)

ED 226 185 CE 035 047

Waite, Linda J.; Berryman, Sue E.
Occupational Desegregation in CETA Programs: The Record for Female and Male Hispanic, White, and Black Participants
Rand Corp., Santa Monica, Calif.

REPORT NO.- Rand-P-6778
PUB DATE- May 82
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Blacks; *Employment Patterns; *Employment Programs; *Equal Opportunities (Jobs); Ethnic Discrimination; *Federal Programs; Females; Hispanic Americans; Job Training; Males; Nontraditional Occupations; Public Service Occupations; Racial Discrimination; *Salary Wage Differentials; Sex Discrimination; *Sex Fairness; Whites; Work Experience Programs
IDENTIFIERS- *Comprehensive Employment and Training Act

The occupational distributions in the Comprehensive Employment and Training Act (CETA) programs and the wage implications of these for men and women of different racial and ethnic origins were examined. Data came from two projects on CETA, both using Continuous Longitudinal Manpower Survey data. One assessed the nature and equity of men's and women's CETA experience, the other--ethnic and racial differences. Relative to men with the same placement characteristics, women were more likely to enter CETA under Title I (basic education, job training, work experience services) and less likely to enter under Titles II and IV (public service jobs). Small or no effects of race and ethnicity on CETA occupational status and wages were found. Training or working in traditional male or mixed occupations gave women higher CETA wages than training or working in traditional female occupations. CETA wages were consistently lower for women than men in the same occupations, CETA service, or traditionality category. CETA employed 80 percent of the women and 67 percent of the men in occupations whose unsubsidized counterparts had the lowest wages and highest unemployment rates. In CETA training, CETA retained the percent of women in lower wage occupations but reduced the percent of men to 50 percent. (YLB)

ED 226 199 CE 035 090

Bittle, Ray
Occupational Education Program for Military Personnel: Conception, Development and Delivery.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Bachelors Degrees; Degree Requirements; Delivery Systems; *Higher Education; Military Air Facilities; *Military Personnel; Military Service; Program Descriptions; *Program Development; *Vocational Education
IDENTIFIERS- Southern Illinois University Carbondale

The Occupational Education Program leading to a Bachelor of Scienc degree at Southern Illinois University was adapted to enable military personnel to participate. Guidelines for determining the amount of credit hours to be awarded were developed. Participants were also required to have an occupational specialty or cluster that would relate to a civilian equivalency. The courses, textbooks, instructional materials, faculty, and program requirements were the same as the on-campus programs. The basic difference was the weekend delivery format with accent on student-centered instructional strategies (student discussions, individual and group reporting, and projects). From the concept and initial class section of 34 in April 1973, the program has expanded to provide higher educational services to more than 35 bases and 1500 students. Student participants have presented a mix of specialty areas, experience background, military responsibilities, and previous university and college credits. Similar programs have been requested at other Air Force bases. Local educational institutions have benefited when students who needed additional general education courses to fulfill degree requirements enrolled in community and university courses. (YLB)

ED 226 213 CE 035 127

Hardrick, Juanita
Task List for Staff Support Specialist.
Humphrey Occupational Resource Center, Boston, MA.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Annual Reports; *Check Lists; Inservice Education; Inservice Teacher Education; Job Analysis; Postsecondary Education; Professional Development; *Program Development; *Staff Development; Staff Orientation; *Task Analysis; *Vocational Education; Workshops
IDENTIFIERS- *Humphrey Occupational Resource Center MA

This booklet contains lists of tasks intended to be used by staff support specialists in planning staff development programs for vocational educators. These task lists are to be used by staff support specialists to understand and record the tasks and activities related to the staff development program as a first step in such planning. Task lists for six staff development activities are included in the program. These lists cover inservice programs and workshops, staff recognition, sharing ideas, orientation program development for new staff members, update and renewal activities in vocational education, and preparing a year-end final report for staff development activities. The task lists are based on programs given at the Humphrey Occupational Resource Center in Boston, Massachusetts. (KC)

ED 226 316 CS 006 941

Chapman, L. John

Cohesion: An Overview for the Teacher of Reading. Revised.

PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cohesion (Written Composition); Elementary Secondary Education; *Reading Ability; *Reading Comprehension; Reading Instruction; *Reading Processes; Reading Research; *Reading Skills
IDENTIFIERS- *Reader Text Relationship

Pronouns, substitutes, elipses, conjunctions, synonyms, antonyms, superordinates and subordinates, and part-whole relations all provide cohesive ties that help a reader understand text. A study at Britain's Open University (England) has revealed the way in which the perception of cohesive ties is achieved as children's reading ability grows. Explanations of the effects of cohesive ties must also take into account the writing of text. Most authors keep their reader's level of knowledge in mind when they write, using this estimate as the basis of how explicit or implicit they make the text. (JL)

ED 226 362 CS 207 369

1981 MLA International Bibliography of Books and Articles on the Modern Languages and Literatures. Volume I: British, American, Australian, English-Canadian, New Zealand, and English-Caribbean Literatures.

Modern Language Association of America, New York, N.Y.

REPORT NO.- ISBN-0-87352-424-1
PUB DATE- 83
AVAILABLE FROM- Member and Customer Services Office, Modern Langue
Association, 62 Fifth Ave., New York, NY 10011.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Books (010)
DESCRIPTIONS- Annotated Bibliographies; *Australian Literature; *Canadian Literature; *English Instruction; *English Literature; Information Sources; *United States Literature
IDENTIFIERS- *Caribbean Literature (English); *New Zealand Literatu

The first of five volumes listing books and articles published on modern languages, literatures, folklore, and linguistics, this volume deals with British, American, Australian, English-Canadian, New Zealand, and English-Caribbean literatures. The arrangement of listings in this volume is based on a concept of national literatures that combines considerations of geography and language. Works listed include those on literature transmitted orally, in print, or in audiovisual media. The volume contains an extensive subject index, as well as an author index. (FL)

ED 226 439 EA 015 366

Jones, Alan H.; LoPresti, Peter L.

External Assessment: A California Case Study in Innovative Program Evaluation.

National Conference of Professors of Educational Administration.

SPONS. AGENCY- CFK, Ltd., Denver, Colo.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Evaluation Criteria; *Evaluation Methods; *Experimen Programs; Higher Education; Program Descriptions; *Program Evaluation; Program Implementation; Self Evaluation (Groups); *Teacher Education Programs

IDENTIFIERS- California; *California Commission Teacher Prep and Licensing; *External Assessment

A history is presented of the External Assessment Pilot Project California's Commission on Teacher Preparation and Licensing. Carried out from 1974 to 1979, the project assessed teacher education programs at California higher education institutions. After giving the background of the project, including the creation of the commission, the authors describe the assessment concept, which involved assessment by program constituents and comparison with original program proposals to identify discrepancies. They outline the project's eight-step assessment procedure, including assessor recruitment and training, an institutional self-assessmen report, the assessors' report, comparison of the two reports, a panel review, and the panel's report to the commission. The author then narrate the implementation of the External Assessment Pilot Project in each of the 5 school years, noting problems encountered with teacher educators, assessor training and attrition, politics, and time, and explaining the steps taken after the first 2 years t alleviate the problems. After 1979, the project name was dropped b the commission retained several of the practices. The final sectio of the report discusses the project's strengths (such as constitue involvement and ongoing institutional self-evaluation) and weaknesses (including emphasis on discrepancies and lack of statewide criteria). (RW)

ED 226 454 EA 015 382

Hall, Gene E.; Loucks, Susan F.
The Concept of Innovation Configurations: An Approach to Addressing
Program Adaptation. Research on Concerns-Based Adoption.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&D-3116
PUB DATE- 13 Apr 81
AVAILABLE FROM- Communications Services, Research and Development Center for Teacher Education, Education Annex 3.203, University of Texas, Austin, TX 78712-1288 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE Speeches, Conference Papers, "Papers Presented at..." (15 Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports Research/Technical (143)
DESCRIPTIONS- Educational Change; Educational Innovation; Education Research; Program Evaluation; *Program Implementation; *Research Problems
IDENTIFIERS- *Innovation Configurations

Researchers have only recently recognized that assertions by various educators that they have implemented educational innovation do not all mean the same thing or bear the same weight, according the authors of this report. Efforts made by the Research and Development Center for Teacher Education at the University of Texas at Austin to formalize research on the implementation of innovation led to the development of two measurement concepts. The first of these, used when assessing the degree to which innovations have bee implemented, is called levels of use of the innovation; the second establishing a perspective from which to define an implemented innovation's operational form, is called innovation configurations This report discusses several alternative perspectives from which implementation can be viewed, then details the characteristics of the innovation configurations approach. Several conceptual, methodological, and practical issues emerging from this way of defining the status of innovations are explored in the report's final section. (Author/PGD)

ED 226 227　　　　　　　　　　　　　CE 035 156

Apprentice Still Photographer Specialist, 16-2. Military Curriculum Materials for Vocational and Technical Education.

Air Force School of Applied Aerospace Sciences, Lowry AFB, CO.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Color; Criterion Referenced Tests; *Equipment Utilization; Laboratory Equipment; Light; Military Personnel; Military Training; Optics; Photochemical Reactions; *Photographic Equipment; *Photography; Postsecondary Education; Quality Control; Safety; Secondary Education; *Technical Education
IDENTIFIERS- *Color Photography; Environmental Protection; Military Curriculum Project; *Still Photography

This military-developed text contains four volumes of materials for use in training apprentice still photography specialists. Covered in the individual volumes are the following topics: general subjects (safety and environmental protection); still photographic fundamentals (sensitized black and white film materials, photographic exposure, still motion picture cameras, photographic optics, available and supplemental light, and photographic filters); processing and printing black and white materials (conventional chemistry for black and white photographs; black and white film processing; film finishing, black and white sensitized print material, emulsion printing, and print material processing; and print finishing techniques); and photographic application (principles of photographic composition, reproduction photography, photographic assignments, operating photographic laboratory equipment, color photography, and photographic quality control). Each chapter contains objectives, readings, and criterion test items. Although the volume review exercises have no answers, the questions in them are keyed to the objective numbers for student self-study and review. (MN)

ED 226 254 CE 035 251

Harrington, Lois G.; And Others
Guide to Vocational-Technical Education Program Alternatives: Secondary and Postsecondary. An Introduction. Competency-Based Vocational Education Administrator Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-113-2
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, Athens, GA 30602 ($5.15).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Adult Programs; Adult Vocational Education; Apprenticeships; Clinical Experience; *Competency Based Education; Continuing Education; Cooperative Education; Disabilities; Educational Planning; Internship Programs; On the Job Training; Postsecondary Education; *Program Descriptions; Program Development Remedial Programs; Secondary Education; *Special Programs; Student Organizations; Supplementary Education; *Vocational Education; *Wor Experience Programs
IDENTIFIERS- Capstone Programs; Shadowing

Intended as a supplement to the Competency-Based Vocational Education Administrator Module Series, this guide overviews the typical vocational programs available and the general kinds of requirements involved that would have implications for program planning and budgeting. Part 1 of three parts defines what is meant by vocational education. The goals, principles, and organization of vocational education are discussed. Part 2 describes six types of alternative programs: integrated occupational experience (cooperative education, capstone experiences, on-the-job training, apprenticeships, clinical experiences, internships, shadowing); supplemental/remedial programs, including topics, structures, and implications for programs and services; special needs programs and services; competency-based education (CBE), including essential elements and desirable characteristics, differences between CBE and conventional programs, advantages, and implications for program planning; vocational student organizations; and adult/continuing education programs, including program subjects, delivery methods, marketing, and personnel. A sample checklist provides a general overview of the steps and criteria related to the development of local program plans. Part 3 suggests an optional activity--a visit to one or more program alternatives. An observation form is provided. (YLB)

ED 226 270 CG 016 463

Polyson, James A.
Student Essays about TV Characters: A Tool for Understanding Personality Theories.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; College Students; *Course Content; Course Evaluation; Essays; Higher Education; *Instructional Innovation; *Personality Theories; *Psychology; Relevance (Education); Student Attitudes; *Teaching Methods; *Television

One means of making undergraduate instruction more relevant to students' needs and interests has been to use popular media to illustrate concepts in psychology courses. College students (N=54) in a theories of personality course wrote brief essays explaining the behavior of television characters in terms of theories taught in the course. The character most often selected for the essays were from the television shows "MASH" and "The Guiding Light." Results of student evalutions of the assignment were very favorable. Most found the assignment quite worthwhile and none judged it to be worthless. Nearly all the students indicated that the assignment was consistent with their personal goals for the course; all students felt the task should be repeated in future semesters. Over half the students believed the assignment enhanced their enjoyment of the television program. The findings suggest that the basic reason for the success of the project is the fun involved in writing, reading, and discussing essays which apply some of the classic psychological theories to popular television characters. (JAC)

ED 226 410 EA 015 323

Geisert, Gene
Installing a District-Wide Learning-Centered Performance System: Meeting Significant Political and Technological Requirements for Success.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Role; Board of Education Role; *Computer Managed Instruction; Computer Oriented Programs; Diagnostic Teaching; Educational Diagnosis; Elementary Secondary Education; Information Needs; *Management Information Systems; *Mastery Learning; Prerequisites; Superintendents; Teacher Role
IDENTIFIERS- *Learner Centered Instruction

Installation of a success-based model of learning (that is, a mastery-learning-based system) will help superintendents make education effective and efficient. Such a system follows a number o concepts, including favorable learning conditions, teachers qualified in learning-centered practices, clear learning objectives and alternative learning strategies for students, but it is especially based on continuous, computer-generated diagnostic and prescriptive data for tracking individual pupil progress. Installin such a system means finding out what administrators, teachers, and learners need to know and do to ensure learner success, and finding out what must be done to maintain effectiveness. Among the politica requirements for such a system is school board commitment to learne success and to the learning-centered performance system. Technical requirements include teacher commitment to such a system and awareness of the difference between learner-and teacher-centered learning. In managing a mastery-learning-centered system, necessary data will be supplied to teachers (for diagnosis and prescription), principals (for support activities), central office administrators, and the superintendent and the board (for revisions and new objectives and resources). (RW)

ED 226 485 EA 015 433

Green, Edward T.
Law and the Handicapped with Emphasis on Related Services.
PUB DATE- 17 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Ancillary School Services; *Court Litigation; *Disabilities; Elementary Secondary Education; Federal Legislation; Federal Regulation; Legal Responsibility; *School Law; *Special Education
IDENTIFIERS- *Education for All Handicapped Children Act; Rehabilitation Act 1973 (Section 504); Rowley v Hendrick Hudson School Dist

Public Law 94-142, the Education for All Handicapped Children Act, defines "handicapped children," specifies the criteria that must be met before children are eligible for special education, and identifies the "related services" that handicapped children may be eligible to receive. Section 504 of the Rehabilitation Act Amendments of 1973 also treats the provision of "related services" to handicapped children. Neither law, however, provides a conclusive definition of or precise regulations for delivering these related services. Considerable litigation has arisen as a result. This paper discusses cases, decisions, and memoranda pertaining to related services, noting where issues were resolved and where new issues were raised. Opinions handed down by the Bureau for Education of the Handicapped, decisions reached by state and federal courts, and analyses published in the Education of the Handicapped Law Review are cited. The document notes the importance of the U.S. Supreme Court's ruling in "Board of Education of Hendrick Hudson Central School District, Westchester County v. Rowley." (PGD)

ED 226 242 CE 035 239

Spencer, Carol J.; And Others
Manage the Development of Master Schedules. Module LT-B-3 of Categor
B--Instructional Management. Competency-Based Vocational Education
Administrator Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-120-5
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, Athens, GA 30602 ($3.15; complete set--$151.80).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Education; Case Studies; Competency Based Education; Educational Planning; Higher Education; Individualized Instruction; Job Skills; Learning Activities; *Management Development; Master Plans; Postsecondary Education; *School Administration; *School Schedules; Secondary Education; *Vocational Directors; Vocational Education
IDENTIFIERS- *Master Schedules

This module, one in a series of competency-based administrator instructional packages, focuses on a specific competency that vocational education administrators need to be successful in the area of instructional management. The purpose of the module is to provide administrators with information about the scheduling proces by citing tools, priorities, and procedures common to many scheduling systems. An introduction provides terminal and enabling objectives, a list of resources needed, and a glossary of selected terms. The main portion of the module includes three sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves. Each learning experience consists of a number of activities that may include information sheets, case studies, samples, checklists, and self-checks. Optional activities are provided. The final learning experience also provides an assessment form for administrator performance evaluation by a resource person. (YLB)

ED 226 286 CG 016 479

Cherniss, Cary
The Context for the Emergence of Burnout as a Social Problem.
PUB DATE- 26 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Bureaucracy; *Burnout; Community Attitudes; Economic Factors; Etiology; *Human Services; Organizational Climate; *Politics; Social Action; *Social Attitudes; *Social Problems; State of the Art Reviews; Stress Variables

Research and intervention on burnout have focused on the worker and the work setting. Since these factors are influenced by social, political and economic forces in society, alienation or burnout in the human services requires critical examination in a larger context, especially the history of the human services prior to 1976 when concern about job stress became popular. Events of the 1960's, specifically the establishment of social programs with unrealistic expectations for eradicating poverty or eliminating educational inequities, coupled with our society's cultural ambivalence about social welfare, contributed to the lack of resources, large caseloads and bureaucratic hassles that are common sources of burnout. The time involved in generating and coordinating required and often meaningless data is also a common cause of burnout in service providers. During the 1970's public concern shifted from social welfare to energy and economics. The decreased importance of human services reduced the availability of human service jobs, making lack of job mobility and burnout likely responses to job stress. Based on this analysis, two implications emerge for reducing burnout in the human services: to be effective, change efforts must be directed at social attitudes and political dynamics; and these efforts must be based on a valid analysis of the causes of the burnout problem. (MCF)

ED 226 317 CS 006 951

Lederer, Debra Yuhas
A Study of the Relationship between the Theoretical and Empirical Research of the Directed Reading-Thinking Activity and the Specific Comprehension Strategy.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Advance Organizers; Cognitive Development; *Critical Reading; Critical Thinking; Directed Reading Activity; *Educational Strategies; Elementary Secondary Education; Learning Processes; Learning Theories; *Reading Comprehension; *Reading Instruction; *Reading Research; Research Needs; Student Centered Curriculum; Student Interests; Teacher Role; Teaching Methods
IDENTIFIERS- *Directed Reading Thinking Activity; Reading Strategies; *Specific Comprehension Strategy; Theory Practice Relationship

Theoreticians and empiricists have stressed the importance of organization in the learning process and, therefore, the importance of instructional strategies that help develop a child's ability to organize information. Theoreticians have also stressed the importance of the student's active participation in the learning process. The Directed Reading Thinking Activity (DRTA) strategy differs from the traditional Directed Reading Activity in that it is student-centered, stressing critical reading and student interest more than right or wrong answers. This does not mean, however, that the teacher's role is unimportant. Little empirical research has been done to compare the two methods, but it seems that teachers ask more inferring, interpreting, and evaluating questions when using the DRTA strategy, which in turn generates more hypothesizing, predicting, and theorizing from their students. The Specific Comprehension Strategy (SCS) also has received much support from both reading and psychological fields. While stressing students' active involvement in the reading-thinking process, SCS also provides an external structure by which children can critically examine what they hear, see, read, and think. Research on SCS indicates that it may be a viable alternative for developing reading comprehension. (JL)

ED 226 348 CS 207 343

Atwood, Beth S.
Assessing Communication Skills with Non-Threatening Tools. A Connecticut ABE Staff Development Project Resource Unit.
Capitol Region Education Council, West Hartford, Conn.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford.
PUB DATE- Jun 77
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Basic Education; *Adult Education; *Basic Skills Classroom Observation Techniques; Communication Skills; Student Characteristics; *Student Evaluation; *Student Needs; *Test Anxiet Test Construction; *Testing; Test Use

Intended for adult basic education teachers faced with the need t assess students who are terrified of tests, this resource unit guid presents several devices that can be used to assess both precise an general learning patterns in nonthreatening ways. The opening section of the guide stresses the importance of establishing priorities and goals for the students to work toward, describes the kind of activities that the unit contains, suggests ways to observe and help students while they are engaged in the activities, and suggests when and how much data should be collected. After a list o suggested listening activities, the rest of the guide presents a variety of puzzle types--"cat to ape," crossword, cryptograms, and caption picture puzzles--that can be used to check the ability to decode and encode, the range of aural/oral vocabulary, the ability to follow sequence or directions, and understanding of language structures. (JL)

ED 226 363 CS 207 370

Mayman, Valerie, Comp.
Hispanic Literature: A Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Cultural Awareness; *Lati
American Literature; *Resource Materials; *Spanish Culture; *Span
Literature

Intended for use by those conducting research in Hispanic literature, this guide contains annotations of more than 100 reference works. Types of materials included in the guide are (1) encyclopedias; (2) guides to literature and to periodicals; (3) literary dictionaries, handbooks, and biographical sources; (4) bo reviews; (5) theses and dissertations; (6) translations; (7) bibliography of bibliographies; (8) bibliography of Spain; (9) bibliography of Spanish America; (10) periodical indexes and abstracting services; and (11) national bibliography. (FL)

ED 226 379 CS 504 072

McCall, Jeffrey M.
The Panelists as Pseudo-Debaters: An Evaluation of the Questions a
the Questioners in the Major Debates of 1980.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120
DESCRIPTIONS- *Debate; *Journalism; News Media; *Politics;
Presidents; *Questioning Techniques
IDENTIFIERS- Presidential Campaigns; *Presidentiel Debates; *Press
Role

Journalists play a central role in U.S. presidential debates, bu their exact role is unclear. Unlike the news conference or interview, the situation of a debate does not favor an adversarial role because journalists who assume this role tend to shift attention away from the main issues and reduce exchanges between t candidates. To insure true debate, journalists must pose well-defined questions that set the discussion agenda, focus on a point of opposition, and clearly imply a debate resolution. With this idea in mind, the panelists' efforts in the two 1980 debates between Ronald Reagan and John Anderson and between Ronald Reagan and President Jimmy Carter can be examined in terms of seven criteria: (1) brevity, (2) single question, (3) continuity in follow-up questions, (4) focus on an area of disagreement between the candidates, (5) freedom from bias, (6) tone of goodwill rather than hostility, and (7) call for explanation and justification of significant policies. Results of this examination revealed that there were significant weaknesses in both of the 1980 debates, but that the panel for the Reagan-Carter debate performed much better than the panel for the earlier debate between Reagan and Anderson. The success of this later panel resulted from its ability to remov itself from the center stage, thereby allowing more exchanges between the candidates. (JL)

ED 226 394 CS 504 116

Komsky, Susan
Factors Affecting Utilization of Information Output of Computer-Base
Modeling Procedures in Local Government Organizations.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; *Computer Oriented Programs; Credibility; *Decision Making; Information Utilization; *Local Government; *Management Information Systems; *Organizational Communication; Organizational Effectiveness; User Satisfaction (Information)
IDENTIFIERS- *Fiscal Impact Budgeting Systems

Fiscal Impact Budgeting Systems (FIBS) are sophisticated computer based modeling procedures used in local government organizations, whose results, however, are often overlooked or ignored by decision makers. A study attempted to discover the reasons for this situation by focusing on four factors: potential usefulness, faith in computers, production process knowledge, and input data accuracy. Subjects, approximately 100 officials and members of citizens' boards, responded to 30 Likert-type scale items covering the four factors and the dependent variable: output acceptance or rejection. Results indicated that only faith in computers was nonsignificant while perceived accuracy of input data made the most important contribution to perceptions of quality of output. These results imply that organizations should pay more attention to user involvement in implementation and knowledge adequacy. Decision makers must also become more aware of how the FIBS model works. (JL)

ED 226 425 EA 015 350

Weckstein, Paul

School Discipline and Student Rights: An Advocate's Manual. Revised Edition.

Harvard Univ., Cambridge, Mass. Center for Law and Education.

SPONS. AGENCY- Legal Services Corp., Washington, D.C.
PUB DATE- 82
AVAILABLE FROM- Publications, Center for Law and Education, Inc., Gutman Library - 6 Appian Way, Cambridge, MA 02138 ($25.00 plus $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090
DESCRIPTIONS- *Advocacy; Civil Liberties; Confidential Records; Co
Litigation; *Discipline; Discipline Policy; *Due Process; Element
Secondary Education; Freedom of Speech; Lawyers; Legal Aid; Legal
Responsibility; Privacy; Private Schools; *Punishment; School Law
Student Records; *Student Rights

This manual is designed to help students' advocates in their wor
on school discipline issues--when representing students in school
disciplinary hearings, preparing court challenges, or working with
groups of students and parents to change school disciplinary polic
The main body of the book is devoted to analysis of students' lega
rights. The first part addresses substantive rights, which limit
either the kinds of conduct schools can prohibit or the kinds of
punishment schools can impose. The second part addresses procedura
rights--the school's obligation to follow certain procedures when
pursuing disciplinary policies. Subsequent parts of the book inclu
a guide for access to student records and to information about the
school system that can be essential in discipline advocacy;
materials on remedies, disciplinary alternatives, and strategies f
legal services advocates; a section on the rights of private schoo
students; and a summary. The authors caution that while an attempt
has been made to make the materials provided comprehensive, users
must realize that the law is constantly developing and that the
manual must be read in conjunction with the laws and regulations o
the individual state and school system concerned, particularly sin
these may grant additional rights. (Author/PGD)

ED 226 469 EA 015 417

Jones, Effie H.; Montenegro, Xenia P.
Toward an Equitable Representation of Minorities in School Administration.
American Association of School Administrators, Arlington, Va.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrators; Age Groups; Elementary Secondary Education; Equal Opportunities (Jobs); Ethnic Distribution; *Minority Groups; National Surveys; Racial Composition; Tables (Dat

Equity in minority representation in school administration has not been reached. A comparison of 1980 census data on the total population with information from a 1981 national survey on school administrators' race and ethnic status shows that Blacks, Hispanics, Asian/Pacific Americans, and Native Americans are all underrepresented among administrators. Moreover, among teachers--the group from which minority administrators may be recruited--minorities are even more underrepresented. This is especially important because of the growth in the number of minority children in the schools; census data show that minorities are overrepresented in the under-15 category. Reasons for minority underrepresentation in administration and teaching may include difficulties in getting higher education, the need for equal opportunity from the cradle on, and, for Asian/Pacific Americans, avoidance of occupations with substantial public contact (such as teaching) because of problems with discrimination. (RW)

ED 226 500 EA 015 453

Bennett, David A.
Educational Adequacy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 442.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Competency Based Education; Court Litigation; Definitions; *Educational Finance; Educational Resources; Elementary Secondary Education; *Equal Education; Finance Reform; *School Effectiveness; Standards
IDENTIFIERS- *Educational Adequacy

If education can be deemed adequate when it meets both societal and individual needs sufficiently, those planning to provide programs of adequate education must consider what societal and individual needs must be met, how those needs can be met, and what resources must be called on when meeting them. This paper considers the development of the educational adequacy concept out of movements toward school finance reform, noting the shift from a concern over equality of educational opportunity, or input (manifested in efforts to equalize district resources), toward a concern over equality in education's results, or output (manifested in efforts to equalize test scores and achievement of basic skills and other competencies). Following these introductory explorations of educational adequacy's roots, the author examines the influences of the competency-based education movement, the school or instructional effectiveness movement, and the changing financial climate on efforts to create useful standards by which to measure adequacy. In conclusion, the author points out that while new findings indicate that it may be possible to improve education without significantly increasing expenditures, care must be taken to avoid treating any adequacy standards established as ultimate goals rather than as merely the minimal acceptable levels of achievement. (PGD)

ED 226 102 CE 033 867

Hall, John C.; And Others
The Out-of-State Placement of Children: A National Survey. Major
Issues in Juvenile Justice Information and Training.
Academy for Contemporary Problems, Columbus, Ohio.
SPONS. AGENCY- National Inst. for Juvenile Justice and Delinquency
Prevention (Dept. of Justice/LEAA), Washington, D.C.
PUB DATE- 82
GRANT- 78-JN-AX-0038
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitativ
Data (110)
DESCRIPTIONS- Adolescents; Adoption; *Children; *Court Litigation;
Delinquency; *Delinquent Rehabilitation; Foster Family; Juvenile
Courts; *Laws; *Placement; Preadolescents; Runaways; State
Legislation; Youth; Youth Agencies; Youth Problems

This report summarizes data collected in the "most ambitious stu
of the out-of-state placement of children ever undertaken in
America." It reports data gathered for the year 1978 from more tha
20,000 public agencies in all 50 states and the District of Columb
and from more than 50 counties, including 60,000 individual
contacts. The volume is made up of two chapters. In chapter 1, the
reasons for the study are explained and the methodology of the dat
collection is discussed. Chapter 2 presents a descriptive summary
and state-specific information collected from the national survey.
The following topics are discussed in chapter 2: (1) organization
youth services in state and local government; (2) the number of
children placed in out-of-state residential settings; (3) the typ
of children; (4) the categories of placement and states of
destination; (5) costs; (6) reasons associated with out-of-state
placement practices; (7) use of compacts; (8) monitoring practice
for out-of-state placements; (9) the availability and reliability
information in state government; and (10) the placement policies
practices of federal agencies. Appendix A includes a more detaile
discussion of methodology of the study as well as copies of surve
instruments. Appendixes B through D contain national tables of
citations, by state, concerning the enactment of interstate
compacts, along with the compact texts. (Five volumes of state
profiles in separate documents provide a systematic comparable
presentation of descriptive information about each state and the
District of Columbia.) (KC)

ED 226 144 CE 034 941

Law, Gordon F.
Vocational Education in the 19th Century American Academy.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Course Descriptions; Cultural Influences; Curriculum Development; *Educational History; *Educational Practices; *Priva Schools; Public Schools; Secondary Education; Socioeconomic Influences; Technical Education; *Vocational Education; *Vocation Schools
IDENTIFIERS- *American Academies; New Jersey; New York; Pennsylvan

The phrase "all things useful and all things ornamental," coined Benjamin Franklin, describes the stated mission of most of the approximately 6,000 educational academies flourishing in America i the mid-19th century. Built upon the roots of Latin grammar school the academies evolved to include courses in many areas, from classical studies to mathematics and science and trade and industrial education. An examination of vocational education in 25 private academies located in New Jersey, New York, and Pennsylvani between 1840 and 1860 showed that the academies, if not especially effective as instruments for vocational instruction in certain occupational fields, have still made an important contribution to the vocational cause. They mobilized the transition of vocational preparation from its traditional locus in the work place toward a much greater emphasis on school-based programs. Responding to the demands of technological change, academies were among the vanguard of educational institutions attempting to provide their students with skills and competencies useful in the industrial and commerci world. They led the experimental educational movement toward more practical education, which is evident in vocational education toda (KC)

ED 226 158 CE 034 995

Introduction to MADE (Careers). Marketing and Distributive Educatio Competency Based Curriculum Guide.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Advertising; *Business Education; Career Exploration; Competence; Course Descriptions; Credit (Finance); Employment Opportunities; Fashion Industry; Finance Occupations; Food; Food Service; Food Stores; Guidelines; Hotels; Instructional Materials; Insurance Occupations; *Job Skills; Learning Activities; Lesson Plans; Personality; Personality Traits; Petroleum Industry; Sales Workers; Self Concept; Services; Service Workers; State Curriculum Guides; Tourism; Travel

This curriculum guide is one in a series of competency-based instructional materials dealing with marketing and distributive education (MADE). It consists of some introductory remarks concerning the course, a lesson plan, a course outline, and four sections of lessons for use in implementing the course. Covered in the individual sections are the following topics: the nature and scope of marketing and distributive education; self-awareness (the nature of personality, factors influencing personality, favorable personality traits, personality handicaps, and developing a good personality); the movement of an orange as it passes through the channels of distribution from producer to consumer, and career exploration (general merchandising, apparel and accessories marketing, home furnishings marketing, food marketing, advertising and display services, finance and credit, food service, petroleum, insurance, hotel, personal services, and travel and tourism). Each lesson contains a behavioral objective, an apperceptive base, a motivational approach, an aim, one or more presentations and medial summaries, an application, and a final summary. Also included in th individual lessons are student handouts, transparency masters, and variety of learning activities. (MN)

ED 226 172 CE 035 01

Landsverk, Arvel; And Others
SCORE/ACE Counselor Handbook. Service Corps of Retired Executives
Active Corps of Executives.
Small Business Administration, Fargo, ND.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Accounting; Budgeting; *Business Administration; Capital; Check Lists; *Counseling Techniques; *Counselor Role; *Entrepreneurship; Money Management; Planning; Postsecondary Education; *Small Businesses
IDENTIFIERS- Cash Flow; *North Dakota; *SCORE ACE Program; Small Business Administration

This counselor handbook is intended to help Service Corps of Retired Executives/Active Corps of Executives (SCORE/ACE) counsel
to plan and conduct counseling services more effectively. Include
in the introductory section are an overview of the SCORE/ACE counseling program, a discussion of what the counselor does, directions for completing counseling reports, suggestions for overcoming counseling barriers, and a checklist of effective counseling techniques. Next, a counselor checklist is provided t
contains questions on topics such as market evaluation, merchandising, pricing policies, sales development, seasonal variations, location, layout, recordkeeping, financial managemen
credit policies, and personnel policies. Addressed in a section
business statement analysis are the managerial uses of accountin
statement analysis and ratios, formulas for the ratios, break-ev
analysis, cash management, and cash-flow tools. A business plan working outline is provided along with an examination of how a business plan helps small-business owners and managers. Concludi
the guide is a section of counseling information that consists o
lists of Small Business Administration counseling assistance programs, additional sources of counseling information, and offi
to contact when planning a business. (MN)

ED 226 200 CE 035 091

Gillis, M. K.
Effect of Background Information on A.B.E. Readers' Comprehension. Final Report.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult Programs.
PUB DATE- Feb 83
CONTRACT- TEA-22320103
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Achievement Gains; Adult Basic Education; *Outcomes o
Education; Reading Ability; Reading Achievement; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Research; Reading Skills; *Teaching Methods

A study was conducted to evaluate the effect of background knowledge on overall comprehension and comprehension of new information in adult beginning readers. In the study, 40 Adult Basi
Education (ABE) students, enrolled in six classes in two instructional sites (one urban and one rural), were presented with two selections about unfamiliar topics, both written on the fourth-grade level. Subjects were assigned to one of four groups. Each group read and answered questions about both selections, one with background and one without background. In the no-background condition, subjects were taught to pronounce vocabulary words and told to read a selection and answer questions about it. In the background condition, subjects were presented with each of the new vocabulary words, taught to pronounce the words, encouraged to discuss what they knew about each word, given additional informatio
about the words, and shown an overhead map that depicted where the action of the selection would take place. After a review of the words, the subjects read the selection and answered questions about it. Overall scores were significantly higher for the background condition than for the no-background condition, but there were no differences in the overall scores between the two selections. Therefore, it was found that the ABE learners had better comprehension of and gained more new information from selections fo
which they had been helped to build a background. Implications for ABE teachers are that preparing adult learners before starting reading tasks can increase reading performance. (KC)

Bonfadini, John E.
Study to Determine the Benefits of Industrial Arts Instruction on Secondary Students in Virginia. Final Report (July 1, 1980 to June 30, 1982).
George Mason Univ., Fairfax, Va.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; Attitudes; Educational Planning; *Industrial Arts; Industrial Arts Teachers; Industrial Education; *Parent Attitudes; *Program Attitudes; Program Effectiveness; Program Evaluation; Program Improvement; School Shops; Secondary Education; *Shop Curriculum; Statewide Planning; *Student Attitudes; *Teacher Attitudes; Vocational Education
IDENTIFIERS- *Virginia

A survey was taken of industrial arts students, parents, teachers, and administrators in Virginia to determine how they perceived secondary industrial arts programs and objectives. Researchers administered a questionnaire to a sample of 32 middle schools and 25 senior high schools over a spectrum of urban, suburban, and rural areas. A total of 883 parents, 1,662 industrial arts students, 275 industrial arts teachers, and a majority of industrial arts supervisors and teacher educators in the state completed and returned the questionnaires. Results showed that students, parents, and teachers ranked the objectives of the industrial arts program almost identically. Those elements associated with tools and machines ranked first in importance. Occupational information ranked second. Rankings representing technical culture and consumer information fell near the middle, while elements associated with use of leisure time and problem-solving skills were ranked of least importance by all groups of respondents. From these data it was concluded that although numerous efforts have been expended to promote technology as a part of industrial arts, it appears that traditional industrial arts values still remain dominant. Emphasizing technology may be of importance at some level of instruction, but it does not presently appear to have overwhelming support or understanding at the public secondary school level. (KC)

ED 226 302 CG 016 495

Osgood, D. Wayne; And Others
Offense History and the Effectiveness of Juvenile Diversion Programs
Michigan Univ., Ann Arbor. Inst. for Social Research.
SPONS. AGENCY- National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
PUB DATE- Aug 82
GRANT- 77-JN-99-0009; 77-NI-990011; 78-JN-AX-0039
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Background; Crime; Delinquent Behavior; *Delinquent Rehabilitation; Delivery Systems; Individual Differences; Juvenile Courts; *Program Effectiveness; Program Evaluation; *Recidivism; Social Adjustment; Youth Problems
IDENTIFIERS- *Deinstitutionalization (of Delinquents); *Diversion (Judicial)

Some evaluations have concluded that diversion programs for juvenile offenders (programs intended as community-based alternatives to formal justice dispositions) reduce recidivism only among youths with the least serious offense histories. To investigate the relationship of offense history to program effectiveness, three diversion programs were studied using data from the national evaluation of diversion programs conducted by the Behavioral Research Institute. Offenders were randomly assigned to diversion and control groups. Data on arrest record as well as a broad range of outcome measures collected by personal interviews were used. Analyses revealed no significant relationship of offense history to program effectiveness. Reanalysis of data from earlier research revealed that these findings were insignificant or unconvincing. The success of diversion programs at reducing delinquency appears unrelated to clients' offense histories and suggests that the goals of diversion will best be met by serving offenders who would otherwise have received formal justice dispositions. (Author/JAC)

Dent, Cathy H.; And Others
Cognitive Dimensions of Metaphor in Pictorial and Verbal Modes.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; College Students; *Comprehension; Higher Education; *Language Skills; *Metaphors; *Nonverbal Learning; *Reading Research

The relationship was explored between the ability to understand nonverbal metaphoric similarity and the ability to produce verbal metaphors to talk about that similarity. Subjects, 45 college students, were shown filmed scenes that depicted both metaphoric and literal similarity. Half of the scenes were of stationary objects and half of moving objects (events). In the latter case, for the metaphoric pairs, the same style of motion was used to link two unlike objects (a spinning ballerina and a spinning top). The subjects rated both the literal and the metaphoric pairs for the similarity, novelty, and comprehensibility of the pairing. They then wrote original metaphors as descriptions of the pairs and rated those metaphors for ease and quality of production. Results showed that the subjects rated the literal pairs as more similar, less novel, and more comprehensible than the metaphoric pairs of scenes. The intercorrelations of all ratings for metaphoric pairs showed that similarity, novelty, and comprehensibility correlated significantly with the ease of metaphor production, which in turn was correlated significantly with the rated quality of production. Similarity and novelty influenced the ease of apprehending the metaphoric relationship that underlies the descriptive metaphor. (FL

ED 226 440 EA 015 367

Love, Ruth B.
Mayors and Superintendents: What Techniques Might Be Used to Improve
Partnerships.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrator Role; Agency Cooperation; *City Officials; Elementary Secondary Education; *Government School Relationship; Municipalities; Public Relations; School Business Relationship; *School Community Relationship; *Superintendents

Urban public education needs to be improved, and the superintenden is the key to improvement. Because the public influences school quality, the superintendent must deal with the public and with political leaders and officials. Hence the superintendent must be a community leader and should meet and work with the city's mayor. Mayors are aware that public school quality affects the city's tax base and its financial burdens. In Chicago, the public schools also work with a business advisory group and with individual businesses that adopt schools. The superintendent also must be a coordinator and leader and must communicate with the public (through the media) as well as maintain communication with representatives of different economic, cultural, ethnic, and other groups. The superintendent today is more dependent on other governmental agencies, too, for security and safety. Because of the schools' financial needs, the superintendent must also be involved in getting grants. Support for public education from mayors and other city officials is vital to schools and needs to be demonstrated. (RW)

ED 226 455 EA 015 383

Heck, Susan
A Procedure for Assessing the Implementation of Innovations with Possibilities and Problems. Research on Concerns-Based Adoption.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&D-3115
PUB DATE- 13 Apr 81
AVAILABLE FROM- Communications Services, Research and Development Center for Teacher Education, Education Annex 3.203, University of Texas, Austin, TX 78712-1288 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Check Lists; Data Analysis; Data Collection; Educational Innovation; Educational Research; Program Evaluation; *Program Implementation; *Research Methodology; *Research Problems
IDENTIFIERS- *Innovation Configurations

When different individuals operating in different contexts implement similar innovations, they approach the various parts of the innovation in different ways. When assessed according to the research procedures used to study innovation implementation at the Research and Development Center for Teacher Education at the University of Texas at Austin, the patterns formed by the combination of these modified parts into new, tailored versions of the innovation are called innovation configurations. This report describes the five-step process for developing the checklists with which innovation configurations can be assessed and evaluated, then delineates some of the conceptual and technical problems associated with using the process. The five data collecting steps include identifying the components of the innovation, verifying the use of these components and establishing the range of variations in that use, refining the checklist developed in the first two steps, collecting data, and analyzing the data. Discussed here are the following problems associated with the procedure: establishing the reliability of the checklists, developing suitable data aggregation methods, and assessing the degree of change represented by the use of a particular version of an innovation. Examples of data types an data presentation methods are included. (PGD)

ED 226 116 CE 034 663

Czisny, Ken, Ed.
Proceedings of the Annual Midwest Research Conference on Adult and
Continuing Education (1st, DeKalb, IL, October 8-9, 1982).
Wisconsin Univ., Milwaukee. School of Education.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Techni (143)
DESCRIPTIONS- Adult Basic Education; *Adult Education; *Adult Programs; Adult Students; Adult Vocational Education; *Continuing Education; Educational Needs; *Educational Research; English (Sec Language); Faculty Development; *Higher Education; Inservice Teac Education; Learning Disabilities; Mental Disorders; Needs Assessment; Older Adults; Preservice Teacher Education; Professio Continuing Education; Program Improvement; Secondary Education; Student Characteristics; *Teacher Education

These proceedings contain 19 papers and 3 symposia from a resear conference on adult and continuing education. Topics of the presentations are staff development needs of Indiana adult basic a secondary instructional staff, the advocate counseling model as a teaching tool for self-advocacy, needs assessment of three age groups of adult learners, institutional inhibitors to school administrator and teacher professionalism, middle-aged attitudes toward older persons and attitude change, the relationship betweer preservice teacher education and directed teaching performance, program promotion information needs of prospective participants ir continuing professional education, continuing learning among nurse a model for the use of scientific information in solving problems educational practice, adults' pace through college, second languag learning, staff training in competency-based adult education, impacts of long range planning for community development educatior inservice education evaluation, characteristics and problems of adult higher education students, events that trigger adults' colle enrollment, Texas alcoholism education programs, implications of evaluability for improving adult education programs, and prevocational education of the incarcerated mentally ill. The symposia focus on organizing continuing professional education, adult learning disability, and continuing education for health educators. (YLB)

ED 226 130 CE 034 868

Alberts, Heather; And Others
New Frontiers Handbook: Successful Programs for Sex Equity in Vocational Education.
Career Guidance Project, Tucson, Ariz.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Career Exploration; Guides; Inservice Education; Inservice Teacher Education; *Nontraditional Occupations; Program Descriptions; Role Models; Secondary Education; *Sex Fairness; Student Recruitment; Technical Assistance; Trade and Industrial Education; *Vocational Education; Workshops
IDENTIFIERS- *Arizona (Pima County); *New Frontiers (Program)

This manual overviews New Frontiers, a sex equity support progra and describes some of its most successful educational equity programs. Descriptions of four programs follow this format: purpos program overview, and process. The programs are Student and Community Role Model Interaction (workshops to bring students and teachers into contact with people in nontraditional careers); Business, Industry, and Education Working Together (teacher and counselor workshops at business sites); Reaching Rural Schools (se equity technical assistance); and Summer Learning Adventure for Junior High Students (exploration program with educator and parent inservice sessions). Ten strategies are then described that represent successful sex equity programs developed with the assistance of New Frontiers during 1981-82. Each strategy follows this format: a brief description, purpose, target population, key people, procedure, and outcome. They include an afterschool inservice session, nontraditional speakers, school board visit to promote awareness, visits by college counselors to recruit student into nontraditional programs, parent open house, alumni as nontraditional role models, exchange between a business and home economics class, freshman nontraditional vocational education orientation program, a recruitment program for greater nontraditional enrollment in Trade and Industrial programs, and equity inservice sessions for administrators and counselors.

ED 226 186 CE 035 051

Polich, J. Michael; And Others
Enlistment Effects of Military Educational Benefits. A Rand Note.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Office of the Assistant Secretary of Defense for Manpower, Reserve Affairs and Logistics (DOD), Washington, DC.
REPORT NO.- Rand-N-1783-MRAL
PUB DATE- Feb 82
CONTRACT- MDA903-80-C-0652
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, Santa Monic
CA 90406 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; Efficiency; Enlisted Personnel; *Fringe Benefits; Military Organizations; *Military Personnel; Military Training; Postsecondary Education; *Program Effectiveness *Student Financial Aid; Tuition
IDENTIFIERS- *Impact; *Military Enlistment

The effects of four educational benefit programs for military personnel were tested nationwide. The four benefit programs include a control or baseline contributory program, the Veterans Educationa Assistance Program (VEAP); a second contribution program offering enhanced kickers in the Army, the Ultra VEAP; and two noncontributory plans, the Noncontributory VEAP and a tuition/stipend program. (In a contributory program, the service member contributes to an educational fund with the government matching the contribution at a set ratio. Any enlistee can participate in VEAP; for the other programs, an enlistee must meet high quality criterion and enter a specified, critical specialty.) The largest estimated response appeared in the Ultra VEAP program that increased Army enlistments by 9 percent. Effects for the noncontributory VEAP program were small. The tuition/stipend progra increased Navy and Air Force enlistments by 5 to 8 percent. It also reduced Army enlistments by 6 percent, since the Army could not offer greater benefits than the other services as it does in VEAP. It was shown that educational benefits could produce significant increases in high quality enlistments but lead to a drop in the number of high quality Army enlistments. (YLB)

ED 226 228 CE 035 162

Whaples, Gene C.; Rivera, William M.
Lifelong Learning Research Conference Proceedings (5th, College Park, MD, February 17-18, 1983).
Maryland Univ., College Park. Cooperative Extension Service.; Maryland Univ., College Park. Dept. of Agriculture and Extension Education.
PUB DATE- Feb 83
AVAILABLE FROM- University of Maryland, Dept. of Agricultural and Extension Education, Rm. 0220, Symons Hall, College Park, MD 20742 ($11.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Adult Development; *Adult Education; Adult Literacy; Aging (Individuals); Continuing Education; Correctional Education; Development; Educational History; Educational Philosophy; *Educational Research; Educational Technology; Extension Education; Foreign Countries; Illiteracy; Institutions; International Education; Learning Theories; *Lifelong Learning; *Nonformal Education; Older Adults; Volunteers

These proceedings contain 47 papers presented at a conference focusing on nonformal adult education. Papers deal with 12 adult/continuing education content areas. These content areas and representative paper focuses are adult development (the role of gerontology programs in life transitions, the impact of development on adult learning), aging (life satisfaction and self-directedness, the relevance of Freire's approach to education to older adult education, nonformal education as an empowering process, educational benefits to students in lifecycle transitions, community adult education, neighborhood programming, working class learners, out-of-school education), corrections education, extension education (planning, adult learning as measured by dietary behavior change, effect of student involvement on student attitudes), history of adult education, institutional development (importance of topics in pre-retirement training, a model educational alliance), international education (adult education in West Germany, adult basic education teachers in Kuwait), learning theory (implications for delivery systems, comparison of adult learning theories), literacy (oral subculture membership of illiterate adults, factors influencing General Educational Development test scores), philosophy (tuition assistance, selection of adult education doctoral degree graduate students, impact of research and development, work and participation in vocational training), technology (cable television, audio conferencing), and volunteerism (types of nonformal education, volunteerism as adult education, volunteer characteristics). (YLB)

ED 226 271 CG 016 464

Miller, Rowland S.
Embarrassment: Situational Social Anxiety.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143) Speeches, Conference Papers,
"Papers Presented at..." (150)
DESCRIPTIONS- Affective Measures; *Anxiety; Empathy; Interaction;
*Interpersonal Competence; *Psychological Patterns; Self Concept;
*Social Adjustment; *Social Behavior; State of the Art Reviews
IDENTIFIERS- *Embarrassment

Embarrassment occurs when the social identity or "face" that one i trying to maintain is abruptly discredited. Thus, embarrassment usually assumes the presence of an audience, real or imagined, and a public predicament which changes the situation. Most people try to avoid embarrassment if they can, and if they have been embarrassed they will go to great lengths to restore their endangered identities, or "face." Embarrassment not only affects the embarrassed person or actor but also the audience that witnesses the loss of face. It is possible for the audience to become so involved with another's embarrassment as to even suggest the notion of "empathic embarrassment." There is still much to learn about this topic. Future investigations could profitably focus on two areas: investigating the role of both actor and audience in creating and managing embarrassment; and examining embarrassment in its relation to other social anxieties. For example, research has shown that people who believed they were about to be embarrassed became distressed; they became shy and presented in advance a less positive identity, indicating embarrassment blended into shyness. There is, then, one common denominator in research of this nature: the management of social identity. Whether the emphasis is on the actor or the situations which produce difficulties our focus is on managing smooth social interaction. (JAC)

ED 226 364 CS 207 371

Rider, Lillian, Comp.
Canadian Literature: A Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Canadian Literature; *Cultural Awareness; English; French; *Resource Materials

Prepared in response to a growing interest in the two literatures of Canada, this guide presents annotations of more than 100 resource materials dealing with those literatures. Types of materials listed in the guide include (1) guides, (2) bibliographies of bibliographies, (3) general literary bibliographies, (4) indexes and book review sources, (5) theses bibliographies, (6) prose bibliographies, (7) theatre and poetry bibliographies, (8) translations bibliographies, (9) specialized bibliographies, (10) literary histories and handbooks, (11) biographies, (12) pseudonym directories, and (13) collections of quotations from Canadian works. In each section of the guide, those works dealing with both English Canadian and French Canadian literature are listed first, followed by those dealing primarily with English Canadian literature, then by those dealing primarily with French Canadian literature. The guide also provides a list of titles of Canadian literary periodicals and a subject/author index. (FL)

ED 226 395 CS 504 118

White, Robert A.
Communicacion Popular: The Language of Liberation.
PUB DATE- 14 Jul 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120
DESCRIPTIONS- *Change Agents; Change Strategies; Church Role; Communication Research; *Community Action; Community Change; Community Control; *Developing Nations; *Latin Americans; Mass Media; Mass Media Effects; *Social Change; Social Systems
IDENTIFIERS- *Communication Channels; Latin America; *Liberation; Media Role; Peasants

"Communcacion popular" is an attempt by the peasant classes in Latin America to set up communication channels, independent of the hierarchy of intermediaries, that link them to the ruling elite. This language of liberation is self-reliant and defiant, coloring every aspect of its participants' lives. Its channels of communication are horizontal, not vertical, growing from within instead of being introduced from without. When confronted with the need to communicate on a larger scale, these movements rely on access to radio provided by allies such as the church and on artistic folk expression and small nonprofessional media. The history of colonial empires and patterns of modernization have led many national liberation movements to internal dependence on urban-technical elites and external dependence on the industrializ nations. Churches are also important allies. Also, the public service radio can help generate the new values necessary for lower-status movements seeking liberation from dependency and exploitation. (JL)

ED 226 411 EA 015 324

Isherwood, Geoffrey B.
Leadership Effectiveness in Cooperative and Counteracting Groups.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Behavior; *Conflict; *Cooperation; Elementary Seconda
Education; *Leadership; Leadership Styles; Politics
IDENTIFIERS- Consensus; *Leadership Effectiveness; *Situational
Leadership Theory

Leadership effectiveness is related to leadership behavior in two types of situations, cooperative and counteractive. In cooperative situations, participants form an interactive group to solve a problem and usually develop shared goals. The leader decides whethe to form a cooperative group, defines participants' level of involvement in decision-making (which can be authoritative, collegial, or consensus), and uses various problem-solving strategies. In a counteractive or conflict situation, distinct parties have different goals and tend to form coalitions, while party leaders seek bargaining power to have their subgroup goals met. In such a "political" situation leaders use political leadership behavior. Effective leaders, then, use the leadership behavior congruent with the situation: consensus behavior in cooperative situations and political behavior in counteractive situations. However, leaders can also try to alter the situation, for instance by trying to make a political situation into a cooperative one. (Author/RW)

ED 226 486 EA 015 434

James, H. Thomas
Administrative Theory: Current Issues in Research and Practice.
PUB DATE- 22 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Characteristics; Behavioral Science Research; Boards of Education; *Educational Administration; Educational Equity (Finance); Educational Finance; *Educational Research; Elementary Secondary Education; Group Dynamics; Research Utilization; *Scientific Attitudes; Superintendents
IDENTIFIERS- Cooperative Program in Educational Administration

Despite unfounded claims that scientific approaches to educationa administration are irrelevant, research continues to clarify the nature of administration in practical ways. The author of this essay, a participant in the Cooperative Program in Educational Administration (CPEA) in the 1950's, first critiques Thomas B. Greenfield's 1981 paper, "Can Science Guide the Administrator's Hand?". Greenfield's implication that CPEA was an idealistic progra designed to train administrators to approach their tasks as behavioral scientists is completely rejected by the author. He asserts to the contrary that behavioral science research methods provide insight into actual practice, permitting administrators to undertake efforts at improvement on a firmly pragmatic footing. The author then presents his observations on the practical effects resulting from the application of behavioral science research findings to three aspects of school administration: equity in educational finance, the internal dynamics of school boards, and th characteristics of superintendents. The author notes that research leads not only to changes in practice and new conceptions of administration but to new questions for further research. (PGD)

ED 226 255 CE 035 257

Business Issues in an Aging America. A Report from The Travelers Insurance Companies Conference, Managing an Aging Workforce (New York, NY, February 1982).

Travelers Insurance Companies, Hartford, CT.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Adult Development; *Aging (Individuals); Business; Demography; Employer Employee Relationship; *Employment Practices; Gerontology; *Individual Characteristics; Intelligence; Job Performance; *Labor Force; *Older Adults; *Personnel Management; Personnel Policy; Retirement

This report consists of excerpts from nine papers presented at a conference on managing an aging workforce. The first excerpt deals with the nature and impact of age-related changes. Discussed next is the need to better identify the changes that come with age and to develop improved methods to assess human capability without respect to age. The effects of aging on behavior, intelligence, job performance, and performance appraisals are examined in three presentations. Outlined next are the benefits to be derived from retaining and promoting older workers. The focus of the next report is on the necessity for shaping new personnel practices for managing an aging workforce. In an article on the importance of fit between people and jobs, evidence is cited to support policies providing for flexibility in the age at which retirement takes place as well as for flexibility in the process by which retirement takes place. Described in the final section of the report are the efforts of the Travelers Insurance Companies to meet the needs of older workers. (MN)

ED 226 287 CG 016 480

Echterling, Lennis G.; Wylie, Mary Lou
Stress Management as a Pacifier.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Community Action; Disadvantaged Environment;
*Economically Disadvantaged; *Educationally Disadvantaged;
*Individual Power; Psychological Patterns; *Quality of Life; Social
Change; Social Problems; State of the Art Reviews; *Stress Variables
IDENTIFIERS- *Stress Management

While numerous studies have identified economic, social, and environmental conditions related to stress, greater stress has been found to be related to poverty, unemployment, assembly line work, crowding, and chronic exposure to noise. These stressful situations most frequently confront people with little personal, economic, or political resources to eliminate or control them. While stress is identified as a major psychological and health hazard, and numerous programs exist to help people reduce stress, there are serious problems with the present approaches to managing stress. Stress management programs are often designed for, and attended by, educated, middle-class participants. For most people confronted with the serious stressors of poverty, racism, and environmental pollution, the typical stress management program is not only unavailable and inaccessible, but also irrelevant, inappropriate, and ineffective. In addition, current stress management programs oversimplify the problems of stress, support a "blame the victim" attitude, and are ultimately self-defeating because they encourage a passive atttitude which reinforces conditions in the system that create stress. Instead of a focus on personal adjustment strategies, empowerment approaches to stress management must be encouraged. (PAS

ED 226 318 CS 006 957

Lederer, Debra
Implications of Schema Theory for the Teaching of Critical Reading t
Gifted Elementary Students.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academically Gifted; *Cognitive Development; Cognitiv
Processes; Concept Formation; *Critical Reading; Elementary
Education; Perception; *Reading Instruction; Reading Processes;
*Schemata (Cognition); *Teacher Role

Fundamental to any critical reading process is the ability of the child to recognize and identify assumptions concerning the world in which he or she lives and brings to the printed page. The unconscious and implicit understandings that a reader and an author hold can fill the slots of developing schemata and become embedded and subsumed in preexisting schematic representations. It becomes imperative, therefore, to teach critical reading skills to gifted children early, before these high-level schemata are formed and brought to bear on the printed page. Once high-level schemata have developed, it becomes more difficult to change existing schematic representations or provide for the flexibility of thought needed to access other possible interpretations of the same passage. Thus, the teacher's role should involve the development of an instructional setting in which students become consciously aware of the assumptions underlying the mental schemata operating upon their organization and interpretation of written information. The use of an externally based, student-centered outline format may facilitate the conscious uncovering of implicit assumptions used in a line of reasoning while at the same time providing a structure within which students can analyze biasing and emotionally loaded statements and arguments from their own perspective as well as from the perspectives of their peers and the author. (HOD)

ED 226 333 CS 007 007

Donderi, D. C.

Linear and Non-Linear Processes in Visual Search of Letter Displays.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; Cognitive Tests; Decision Making *Language Acquisition; Language Skills; Learning Theories; *Reading Research; Research Methodology; *Visual Learning; *Visual Perceptio
IDENTIFIERS- *Automatic Language Processing

Two experiments investigated the linear and nonlinear processes involved in a visual search of letter displays. The displays used in the experiments were well-illuminated 6 x 6 degree or 10 x 10 degree fields containing from 2 to 23 capital As, Bs, or Cs located randomly over the displays. The task of the subjects was to decide as rapidly as possible whether a predetermined target letter was present in the display. Reaction time functions had both linear and nonlinear components and varied from constant when targets were presented, to strongly curvilinear with one target, to strongly linear with a curvilinear aberration when there were no targets present. The results indicated that there are two separate processes that influence total response time in this type of visual search task--acquisition and decision. Acquisition is a perceptual process and is nonlinear, while decision follows acquisition and is a serial self-terminating search. The results demonstrate that the time to search a display of N letters for the presence or absence of a particular target letter is not always linear. (FL)

ED 226 349 CS 207 344

Glasser, Theodore L.
The Press, Privacy, and Community Mores.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Civil Liberties; Court Litigation; Disclosure; *Freedo
of Speech; *Legal Problems; *Legal Responsibility; *News Media;
*News Reporting; *Privacy; Torts

Because of judicial indifference and legislative inaction, the conflict between the right of privacy and the freedom of the press is no closer to a resolution than it was a century ago. William Prosser's reduction of the common law of privacy into four separate torts has not solved the problem. The concept of "newsworthiness" has not been helpful either because the judiciary has neither advanced nor adopted a unified theory of the news. Efforts to link privacy to community mores have been misdirected, stressing the community's right to shield itself from indecency instead of the individual's autonomy and dignity, and failing to discriminate between various types of privacy. Privacy should be treated as a value worthy of its own status, as a matter of human dignity and a requisite for a democratic society. Since prior restraint would be too destructive to freedom of the press, the goal of privacy law must be to prevent its further abuse. A four-part test can be used to balance the plaintiff's and defendant's responsibilities in a privacy action. The plaintiff must show that the disclosed facts ar truly private and that their publication was sufficiently embarrassing to result in a loss of dignity; the defendant must explain why disclosure was "in the public interest" and thus privileged and why it was necessary to reveal the plaintiff's identity. (JL)

ED 226 380 CS 504 087

Hample, Dale
The Effects of Imagery, Negativity and Ambiguity on Syllogism Difficulty.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Abstract Reasoning; *Ambiguity; Cognitive Processes College Students; *Communication Research; Concept Formation; Hig Education; *Imagery; Logical Thinking; *Problem Solving; *Speech Communication
IDENTIFIERS- *Syllogisms

An experiment was designed to test the hypothesis that abstract materials increase accuracy in solving categorical syllogisms. In attempt to encourage subjects to reason their way through the problems rather than to make judgments about the truth or desirability of the proffered conclusions, the premises were composed of familiar words in strange combinations. Imagery/concreteness ratings were therefore based on the premise nouns, not on the premises considered as sentences. The syllogisms were designed to cover extreme and moderate levels of concreteness and ambiguity, and to include both negative and completely positiv problems. Subjects included 150 undergraduate students enrolled in university public speaking course. Students were given a booklet that contained the same 18 categorical syllogisms, ordered randoml and were told that their task was to choose one from a list of possible valid conclusions. The results, when compared with the results from three earlier studies, showed that (1) accuracy dropp as imagery increased for high ambiguity positives, with the opposi effect occurring for low ambiguity negatives; (2) negative syllogisms were harder to solve for all low and medium ambiguity syllogisms, with the opposite effect for high ambiguity problems; and (3) accuracy dropped as ambiguity increased for positive syllogisms and was not as clearly supported for negative problems. (HOD)

ED 226 426 EA 015 351

Purcell, Elizabeth A., Ed.; Nagle, Terry Lynn, Ed.
Volunteers and Older Students. Partners for the 80's.
National School Volunteer Program, Inc., Alexandria, Va.
SPONS. AGENCY- Babcock (Mary Reynolds) Foundation, Inc., Winston-Salem, N.C.
PUB DATE- 81
AVAILABLE FROM- Publications, National School Volunteer Program, Inc., 300 North Washington Street, Alexandria, VA 22314 (Order No. P-7; $6.00 plus $1.20 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptio (141)
DESCRIPTIONS- Adolescents; Adults; Career Guidance; Community Involvement; Community Resources; Parent Participation; Peer Counseling; Peer Teaching; *Program Descriptions; Records (Forms) *School Community Relationship; Secondary Education; *Secondary School Students; Student Volunteers; Tutoring; *Volunteers

Information on 12 exemplary volunteer programs is gathered in thi manual for school officials, teachers, and volunteer coordinators. An introductory chapter discusses the place of volunteerism in middle and secondary schools, covering categories of volunteers; th services volunteers can provide; the benefits of volunteer program to students, professional staffs, and schools as a whole; and the special needs of secondary schools, adolescent students, and secondary teachers. The remainder of the document is divided into two parts. The first section details the major factors to consider when developing programs using students as volunteers and describe the objectives, structure, implementation, and evaluation of four programs for peer and cross-age tutoring, peer counseling, and pee leadership. The second section focuses on the work of adult volunteers with older students and describes eight programs involving career study, tutoring by adults, or the utilization of community resources or corporate volunteers. Accompanying the discussion of each program are several related exhibits including such items as sample planning, reporting, and evaluation forms, questionnaires, recruitment materials, guidelines, and sample letters. (PGD)

ED 226 470 EA 015 418

The Maryland Elementary School Principalship in 1982: A Research Study. Summary Report.

Maryland Association of Elementary School Administrators, Columbia.; Maryland Univ., College Park. Center for Educational Research and Development.

PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Attitudes; *Administrator Characteristics; Administrator Education; Administrator Responsibility; Elementary Education; Employment Experience; Institutional Characteristics; Interprofessional Relationship; *Principals; Salaries; State Surveys; Working Hours
IDENTIFIERS- *Maryland

A survey of a 20 percent random sample of principals in Maryland public elementary schools produced 91 usable returns (for a 54 percent response rate). Data were collected on seven study areas. For each area, this report presents a brief description of the area, a discussion of important findings, and a short summary. The seven areas consisted of (1) principals' personal characteristics, including age, sex, race or ethnic group, job title, political philosophy and party, retirement plans, and job security feelings; (2) school and school district characteristics, such as size, composition, staff, structure, morale, subordinate and superordinate relationships, teacher transfers, commendations, innovation sources, and special education programs; (3) experience and preparation for the principalship; (4) salary, benefits, work year and week, attitude toward principals' collective bargaining, and written or unwritten contracts; (5) principals' role in administration, including budget, personnel, and instructional program, plus their degree of influence and authority and their evaluations; (6) attitudes toward 32 problems internal and external to schools, such as enrollment decline or staff dismissals; and (7) attitudes toward educational developments, including student development and behavior, the administrative team concept, and busing. (RW)

ED 226 501 EA 015 454

Whigham, E. L.; Magann, E. P.
Adequate Schooling for American Children and Youth.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 442.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Costs; Definitions; Educational Change; Educational Finance; *Educational Improvement; Educational Objectives; *Educational Policy; Educational Research; Elementary Secondary Education; Government Role; Leadership Qualities; *Performance Factors; Policy Formation; Research Utilization; Teacher Effectiveness
IDENTIFIERS- *Educational Adequacy

Without advancing a specific plan for reforming American schooling this document identifies a number of conditions that must be met for education to be considered adequate. The paper defines an adequate education as one that achieves the social and individual purposes to which it has been addressed. The effects of politics and decentralization on American education make coming to consensus on these purposes difficult, but some major goals are discerned. Once consensus on purposes is reached, agreement on specific but flexible programs and their objectives must be obtained, for it is by the achievement of these objectives that adequacy can be judged. After describing several generally agreed-on programs, the paper notes and discusses five factors that must be present for the achievement of program objectives: sufficient resources, effective state and local leadership, competent teachers, educational evaluation and research, and a supportive cultural environment. The need for national leadership is treated next, and some organizations through which such leadership might be exerted are reviewed. The costs of an adequate education are considered in the paper's final section, along with methods for financing these costs. The authors conclude with a general overview of the implications of their arguments for educational policy. (PGD)

ED 226 145 CE 034 942

Law, Gordon F.
19th Century Roots to the American Vocational Movement.
PUB DATE- 6 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cultural Influences; Curriculum Development; *Educational History; *Educational Practices; *Private Schools; *Public Schools; Secondary Education; *Socioeconomic Influences; Technical Education; *Vocational Education; Vocational Schools
IDENTIFIERS- Smith Hughes Act

Historical developments in the 18th and 19th centuries influence the course of European and American education and the separate pat of vocational education. The first of these developments was the emergence of schools as primary instruments for the transmission o knowledge and culture, as a result of the phenomenal growth of the American states during the 19th century and the needs of burgeonin industries for trained manpower. Another factor that affected the course of American education was the development of new models for the delivery of practical education in Europe and the changes that took place in these forms when they were transported to the United States. Some of these models included trade and technical schools, technical institutes, Lancastrian schools, manual labor institutes mechanics institutes, and academies. In America, trade and technic schools were well endowed and became places of learning for elite upper-class architects, engineers, and other master builders, whil the technical institutes, also private, trained the lower-level technicians. The academies originally offered both classical education and vocational education, but because of the influence o the New York State Board of Regents, these schools eventually beca elite college preparatory schools. Taking a cue from these academies, middle class parents and educators pushed the public hi schools of the late 1800s into the classical mode, shutting out th poor of the time while catering to only about 7 percent of the population. As a reaction to such elitism, the Smith-Hughes Act wa passed in 1917, establishing vocational education as a separate entity, which it has often remained to the present. (KC)

ED 226 159 CE 034 996

MADE 1. Marketing and Distributive Education Competency Based Curriculum Guide.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Business Education; Career Education; Communication Skills; Competence; *Competency Based Education; *Distributive Education; Guidelines; Human Relations; *Job Skills; Lesson Plans; *Marketing; Mathematics Skills; Merchandising; Safety; Salesmanshi
Secondary Education; State Curriculum Guides
IDENTIFIERS- *New Jersey

This curriculum guide is one in a series of three competency-base instructional materials dealing with marketing and distributive education (MADE). Covered in the individual sections of the guide are the following topics: job orientation (cooperative education work agreements, personal appearance, career opportunities, job applications, job interviews, training plans, legal requirements, and safety); selling (the preapproach, determining needs and wants, presentation techniques, overcoming objections, closing sales, and suggestion selling); human relations (personality and human relations, personal qualities and employer expectations, employer-employee relations, working with others, human relations i formal and informal organizations, and improving human relations); merchandising mathematics (mathematics and sales, handling sales records, cash registers, weights and measures, inventories, processing purchases, pricing math, and payroll calculations); communications (speaking, listening, reading, and writing); and merchandising (buying, marketing research, market resources, choosing products, negotiating prices, credit arrangements, purchas orders, transportation terms, and pricing). Each lesson includes an outline of material to cover, behavioral objectives, general competencies, a lesson plan, suggestions for applying specific competencies, an audiovisual list, a bibliography, and a competency-based test. (MN)

ED 226 173 CE 035 018

Hyatt, Norman F.; Burnside, Joan L.
Stewardship in Community Education: The Merlyn Effect.
PUB DATE- 8 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Accountability; *Administrator Responsibility; *Administrator Role; *Community Education; *Educational Administration; Interpersonal Relationship; Job Skills; Leadershi Mentors; Models; Needs Assessment; *Personnel Directors; *Personn Management; Planning; Resource Allocation
IDENTIFIERS- Brigham Young University UT; *Stewardship Model

Stewardship is the name given to a theory and model for educatio leadership and administration developed by the Department of Educational Administration at Brigham Young University in Provo, Utah. In the stewardship theory, the job of the personnel administrator is to make it safe for others to find their own best ways of doing things to accomplish the tasks and reach the goals o the individuals and the organization. Thus, the steward's role is analogous to that of the wizard Merlyn who served as King Arthur's tutor and mentor. Stewardship theory focuses on three generations concepts and skills: human interactions, effective job skills, and determining what ought to be. The stewardship model has five continuously interrelated process components that can guide the actions of an effective and efficient personnel administrator. The are assessment, appointment, allocation, agency, and accountabilit Personnel administrators must actually be able to designate responsibilities to be performed. They must also have the autonomy to allocate available human, financial, physical, and time resources. In addition, wise personnel directors must give others the opportunity to exert autonomy, creativity, and initiative in carrying out their responsibilities. Finally, personnel administrators must be accountable for their stewardships. (MN)

ED 226 201 CE 035 094

Conti, Gary J.; Giles, Wayne E.
Employment through Lifelong Learning. A Project Demonstrating Long-Term Simultaneous Training in Academic, Vocational, and Self-Awareness Skills. Final Report. Project Operation Dates: January 1, 1980 to September 30, 1980.
Spoon River Coll., Canton, Ill.
SPONS. AGENCY- Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- 15 Nov 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14
DESCRIPTIONS- Adult Basic Education; Adults; Demonstration Program Employment Programs; Federal Programs; *Interdisciplinary Approac Job Skills; *Job Training; Mathematics Instruction; Outcomes of Education; Program Development; *Program Effectiveness; Reading Instruction; *Remedial Instruction; *Self Actualization; Self Esteem; Vocational Education; Welding; Youth; Youth Employment
IDENTIFIERS- *Comprehensive Employment and Training Act; Spoon Riv College IL

This project, conducted by Spoon River College (Canton, Illinois demonstrated the feasibility of a theoretical model developed by Wayne Giles and Gary Conti for training Comprehensive Employment a Training Act (CETA) clients. The model proposed the interfacing of long-term simultaneous training in academic skills, vocational skills, and self-awareness skills for CETA clients. This project actuated the model by providing 32 weeks of support training in developmental studies, welding, and human potential development to 20 CETA participants. The success of the project was measured by t gains in skills and knowledge in each of the three educational are and by a comparison of the project group to a control group. Eleve of the 20 original participants, including one female, completed t program. All of the completers showed substantial gains in the academic skills of reading and mathematics, in occupational skills and knowledge, and in maturity of self-concept. As a result of the project, the following recommendations were made: (1) steps should be taken to make project participants aware of their status in the project and to help them personalize project goals; (2) performance-based assessment and counseling should be used to matc trainees' aptitudes to long-term training requirements; (3) dedicated personnel should be employed; (4) the project director should supervise all staff, an advisory committee should be involv in long-term training, and regular staff meetings should be held with CETA representatives; and (5) participant placement should be made by program agents and Job Service personnel. (Author/KC)

ED 226 215 CE 035 137

Stone, Sheila D.
Research: Oklahomans Looking Ahead.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Educational Needs; *Educational Research; Futures (of Society); *Long Range Planning; Needs Assessment; Postsecondary Education; Program Improvement; *Research Coordinating Units; *Research Needs; Secondary Education; Statewide Planning; *Vocational Education
IDENTIFIERS- *Oklahoma

A Delphi study was conducted among personnel of the Oklahoma Research Coordinating Unit (RCU) to determine their priorities for long-term research in vocational education. Staff in Supportive Services were grouped together, while staff in the Occupational Division, Area Schools Division, Training for Industry Programs Section, and Productivity section made up another group called "Educational Services" since they have a more direct relationship with supervision of local programs. Each group of administrators was asked to list 10 concerns related to the improvement of vocational education programs that they felt should be analyzed by the RCU within the next 5 years. These lists were then compiled into questionnaires that were sent to the two groups, with instructions to rank each item on a scale of 1 to 10. As expected, the concerns of the Supportive Services Divisions differed from those of the Educational Services Divisions both in scope and priority. The Supportive Services Divisions were more concerned with the attitudes of students, industry, and the general public toward vocational education. One exception was the need for identifying new and emerging technologies, practices, and programs appropriate to vocational and technical training, which was the number one priority for both groups. Other areas included in the top 10 for both groups were determining the effectiveness of the program evaluation system, and using computers as teaching devices. The RCU now must decide whether to tackle the top priorities of each group, an area of lower priority that is a concern of both divisions, or a top priority that is vital to the functioning of a subdivision. (KC)

ED 226 243 CE 035 240

Puleo, Nancy F.; And Others
Provide Systematic Guidance Services. Module LT-C-2 of Category C--Student Services. Competency-Based Vocational Education Administrator Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-119-1
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, Athens, GA 30602 ($5.55; complete set--$151.80).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Education; Ancillary School Services; *Career Guidance; Case Studies; Competency Based Education; *Guidance Programs; Higher Education; Individualized Instruction; Job Skills; Learning Activities; *Management Development; Postsecondary Education; Program Administration; Program Development; Program Implementation; School Administration; Secondary Education; Student Evaluation; *Student Records; *Vocational Directors; Vocational Education
IDENTIFIERS- *Information Management

This module, one in a series of competency-based administrator instructional packages, focuses on a specific competency that vocational education administrators need to be successful in the area of student services. The purpose of the module is to help the administrator develop skill in defining the broad conceptualization of student services, organizing the guidance program, and managing one element of the guidance service--individual analysis which includes recordkeeping and testing functions. An introduction provides terminal and enabling objectives, a list of resources needed, and a glossary of selected terms. The main portion of the module includes four sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves. Each learning experience consists of a number of activities that may include information sheets, case studies, samples, checklists, and self-che[illegible]ional activities are provided. The final learning expe[illegible] also provides an assessment form for administrator performance evaluation by a resource person. (YLB)

ED 226 303 CG 016 496

Tesser, Abraham; Campbell, Jennifer
Self-Evaluation Maintenance Processes and Individual Differences in Self-Esteem.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 82
GRANT- NSF-BNS-8003711
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; *Individual Differences; Interpersonal Relationship; Literature Reviews; Models; Motivation; Performance; Predictor Variables; Self Concept Measures; *Self Esteem; *Self Evaluation (Individuals); *Social Behavior; Social Cognition
IDENTIFIERS- Comparison Process; Reflection Process

This paper describes the self-evaluation maintenance model (SEM) which suggests that much social behavior can be understood by assuming that persons are motivated to maintain a positive self-evaluation. The two processes by which one's social circumstances may affect self-evaluation, i.e., reflection and comparison, are described. The relationship between self-evaluation and self-esteem is explored. Studies in which self-esteem was measured are reviewed, and results are discussed in terms of the SEM model. A hypothesis which explains the weak relationship between measured self-esteem and the SEM model is suggested. (JAC)

ED 226 441 EA 015 308

Bratt, Sally J.
Movement Education: An Individualized Approach to Physical Educatio
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Role; *Decision Making; Elementary Education; *Human Body; Individualized Instruction; Motion; Motor Development; *Movement Education; Physical Activities; *Skill Development; Space

A new approach to elementary school physical education is called "movement education." Movement education uses problem-solving, guided-discovery, and exploratory methods, with the effect of individualizing learning in physical education. The concepts involved in movement education include body awareness and skills, the space in which the body moves, the effort or quality of body movement, and the relationships among body parts, individuals, groups, and objects. Movement education can also be based on movement purposes, such as physiological efficiency and psychic equilibrium. Movement education is advocated for 10 reasons, including its basing of skill development on the learner's natural movements, its allowance for learners to make decisions and be successful, the opportunities for self-direction, the reduced likelihood of injury, and its enhancement of students' ability to learn on their own. Movement education is characterized by informa use of space, equipment variety, dissimilar responses among students, small game situations based on student decision-making, and self-directed activities. As with other innovations, the implications for administrators include leadership, inservice education, communication about the program to parents and the community, suitable space and equipment, and opportunities for joi planning among physical education and classroom teachers. (RW)

ED 226 456 EA 015 384

Melle, Marge; Pratt, Harold
Documenting Program Adaptation in a District-Wide Implementation Effort: The Three-Year Evolution from Evaluation to an Instructiona Improvement Plan. Research on Concerns-Based Adoption.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&D-3119
PUB DATE- 13 Apr 81
AVAILABLE FROM- Communications Services, Research and Development Center for Teacher Education, Education Annex 3.203, University of Texas, Austin, TX 78712-1288 ($1.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Role; *Change Strategies; *Educational Change; Educational Innovation; Instructional Improvement; Intermediate Grades; Principals; *Program Development; Program Evaluation; *Program Implementation
IDENTIFIERS- *Innovation Configurations; Jefferson County School District CO

To learn the extent to which a revised elementary science program for grades 3 to 6 had been implemented in the 81 elementary schools of the Jefferson County (Colorado) School District, program developers adopted an assessment system based on the innovation configurations concept. The evolution of this system into an ongoin program for instructional improvement is described in this report. The first stage in the evolution consisted of the collection of dat concerning the degree of implementation of identified components of the new program in several randomly selected schools. In the second stage the program developers involved the building principals in th sampled schools in the implementation process, obtaining dramatic increases in implementation levels. The final stage consisted of refining the processes developed in the first two stages to accommodate the needs and concerns expressed by principals, teachers, and administrators. This report concludes with a discussion of the elements of the instructional improvement plan thus developed, and a comparison of these elements with the components of the innovation configurations approach. (PGD)

ED 226 487 EA 015 435

Cox, William N.
Staff Supervision and Renewal.
PUB DATE- 1 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; Administrator Role; Educational Change; Elementary Secondary Education; Inservice Education; Program Descriptions; Program Effectiveness; *Staff Development; *Teacher Effectiveness; *Teacher Improvement; *Teacher Supervision; Teaching Skills
IDENTIFIERS- Newport News Public Schools VA

High quality instructional supervision can be provided when educational objectives have been stated clearly and a strong staff development program has been instituted. The success of the staff development program used in the Newport News (Virginia) Public Schools is dependent on several prerequisites: the existence of clearly established district goals reflecting administrative and school board priorities; the continual review and renewal of curricula and curricular objectives; and the communication of expectations to students and teachers regarding these objectives. The staff development program features several days of training for every professional staff member (including administrators), observed practice in the classroom, and followup instructional conferences. The instructional skills emphasized include selecting correct objectives at a level of difficulty appropriate for the student, teaching to the objectives, monitoring learner progress and making adjustments, and correctly using the principles of learning. Building administrators are also trained to observe teachers at work and hold effective conferences providing ongoing feedback of a practical nature. This document is supplemented by copies of the teacher and administrator evaluation instruments used in the program, by graphs presenting program successes as revealed through test scores of fifth graders, and by an outline of the program. (PGD)

ED 226 103 CE 033 93

Patterns of Linkage between Training Institutions and Private Se
Employers.
Ohio State Univ., Columbus. National Center for Research in
Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 82
GRANT- NIE-G-81-0022
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Attitudes; *Curriculum Development;
Education Work Relationship; *Employer Attitudes; Job Training;
*Linking Agents; Postsecondary Education; Program Implementatio
*School Business Relationship; *Training; Vocational Education
IDENTIFIERS- Comprehensive Employment and Training Act

The Patterns of Linkage project investigated the assumption th
linkages between training institutions and employers can reduce
discrepancies between training programs and employer demands, an
hence increase the employability of youth. The purpose of the st
was to examine and describe patterns of linkage between training
institutions and private sector employers. Data were collected f
48 training programs, both Comprehensive Employment and Training
(CETA) and non-CETA, and from 40 employers selected through an
extensive process. The study concluded that linkage occurs at tw
levels: the institution level and the program or classroom level
Indicators of linkage at the institutional level include the
background of the executive directors, the time they spend talki
with local employers, and the involvement of the advisory commit
in the organization. Indicators of training program linkages inc
the background of the classroom teachers and the time they spend
talking to employers. Other findings were that CETA organization
that have strong linkages with employers tend to fund training
programs at institutions with strong linkages, and that
institutional-level linkages were associated with a greater tend
to please local employers in creating or deleting training progr
Institutional linkages had little effect on how the training was
provided, however. Further research into linkages was recommende
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ED 226 117 CE 034 675

Czisny, Ken, Ed.
AEA Handbook for Affiliate Consolidation.
Adult Education Association of U.S.A., Washington, D.C.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adult Education; Case Studies; Change; Change Strategies; Mergers; *National Organizations; *Organizational Change; *Professional Associations
IDENTIFIERS- *Association Consolidation

This handbook is designed to assist the leadership of a professional association in its efforts to consolidate with other professional adult educational organizations. It has three parts. The first is a brief essay on the process of change. It considers the individual decision and the collective decision as well as ot factors, such as the people involved in the decision, the nature the change, and communication. Part 2 is a summary of issues that affiliate organizations have considered in their consolidation efforts. These include the change in status of the current organizations, changes to the constitution and by-laws, names, merger of existing leadership structures, and choice of the natio professional associations with which to affiliate. Part 3 consist of three case studies that describe the successful consolidation efforts of three state affiliate organizations of the Adult Education Association (AEA) in Illinois, Pennsylvania, and South Dakota. (YLB)

(Project correspondence and materials are appended.) (YLB)

ED 226 131 CE 034 881

Youth Employability. Monographs on Research and Policy Studies. Fiv
Award-Winning Monographs.
Ohio State Univ., Columbus. National Center for Research in
Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
GRANT- NIE-G-81-0022, P-1
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Definitions; Disadvantaged Yout *Employment Potential; *Employment Programs; Federal Legislation; High Risk Students; *Job Skills; *Job Training; Linking Agents; Minority Groups; Postsecondary Education; Program Design; Program Effectiveness; Program Implementation; Secondary Education; Vocational Education; Work Attitudes; *Work Experience Programs; *Youth Employment
IDENTIFIERS- Comprehensive Employment and Training Act

This document presents five winning entries in the second annual competition for papers reporting research and policy studies on the topic of youth employability. In their paper entitled "The Impact o Employment and Training Programs on the Work Attitudes of Disadvantaged Youth," Michael Forcier and Andrew Hahn review and synthesize the theoretical literature regarding the impact of such programs on disadvantaged youth. Margaret Gaddy and Janet Ockerman-Garza, in a study entitled "Predicting Academic Success fo High Risk Students: Implications for Improving the Postsecondary Response to Youth Employability," examine issues related to identifying and supporting low-income and minority youth as a strategy for increasing employability. The paper "On Creating Viabl Work Experience Programs: Design and Implementation" by Mary Agnes Hamilton addresses the issue of quality in work experience programs In their paper on "Youth Employability Training: Linkage as a Catalyst," Katherine Manley and Daniel Volger examine the notion of linkage between vocational education and CETA as a catalyst for improving youth employability training. A distinguishing feature of the study by Janice Shack-Marquez entitled "Information and the Employment Success of Young Men" is the development of a working definition of various aspects of information that young people need (MN)

ED 226 187 CE 035 054

Latack, Janina C.; Gagen, Mary G.
After the Ax Falls: Researching the Psychological Impact of Job Lo
Among Professionals.
Ohio State Univ., Columbus. College of Administrative Science.
REPORT NO.- WPS-82-19
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- Career Education; Coping; Grief; *Job Layoff;
Professional Occupations; *Professional Personnel; *Psychological
Patterns; Psychological Studies; Social Support Groups; *Stress
Variables; *Unemployment

Job loss is a stressful event, partially because of the obvious stress of economic deprivation. However, research shows that job loss also has psychological effects. The impact of losing a job ha been investigated in terms of personality (self esteem, mental health, and affective states) and in terms of the transitional stages of reactions to job and career loss over time (grief from t loss and stages of unemployment). Moderating factors have also bee identified, such as social support and high activity level. Factor identified as intensifying negative feelings are a high degree of personal involvement with the job and concomitant domestic problem Critical questions for future research concern elaboration of gri stages as they specifically relate to job loss, the role of socia support as a buffer for some of the negative emotional consequenc of job loss, and the effectiveness of coping strategies as other moderating factors. (The Index to the College of Administrative Science Reprint and Working Paper Series, The Ohio State Universi is printed at the end of the article.) (YLB)

ED 226 272 CG 016 465

Matthay, Eileen R.; Tarasuk, Paul

Special Education - The Counselor's Job Too.

PUB DATE- Mar 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Counseling Techniques; *Counselor Role; Counselor Teacher Cooperation; *Counselor Training; Elementary Secondary Education; *Inservice Teacher Education; *Learning Disabilities; Program Descriptions; School Counselors; Simulation; *Special Education; Student Characteristics; Teaching Methods; Training Methods

This paper presents an inservice program for school counselors--or for a school counselor and a special educator--to work together to teach regular educators and other school personnel how to work more effectively with special needs students. The method may also be used by an individual educator to improve his/her skills in working with special needs students. The program format for learning about various disabilities is described in detail including: (1) simulating disabling conditions; (2) gaining information about behavioral and emotional characteristics of disabling conditions; (3) observing how these characteristics affect performance; (4) determining the counselor's role in consulting with teachers; (5) developing a helping attitude; and (6) discovering strategies helpful in working with disabled students. While this paper focuses on learning disabilities, it is capable of being applied to other disabilities as well. Materials for modifying instructional strategies for disabled students are provided in the appendices, including definitions, distiguishing characteristics, emotional and behavioral performance categories, specific techniques for common problems, and a materials reference list. (Author/JAC)

ED 226 365 CS 207 372

Goldstein, Robert J.
Freedom of the Press in Europe, 1815-1914. Journalism Monographs Number Eighty.
Association for Education in Journalism and Mass Communication.
PUB DATE- Feb 83
AVAILABLE FROM- AEJMC Publications, College of Journalism, Universi
of South Carolina, Columbia, SC 29208 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTIONS- *European History; *Freedom of Speech; *Journalism; Newspapers; News Reporting; *Political Influences; Social Differenc
IDENTIFIERS- *Journalism History

In 19th century Europe, the dominant classes detested the idea of free press, seeing it as a middle and lower class weapon. Although repression of the press in Europe existed long before the 19th century, at this time techniques of press repression fell into two major categories: (1) direct--licensing, prior censorship, and post-publication prosecution; and (2) indirect--financial constraints such as security or caution bonds and special press taxes meant to discourage the poor from publishing or buying newspapers. These forms of repression were highly effective in holding down the expression and circulation of opposition opinions in legally printed material and in making the lives of individual journalists miserable. But legal and illegal forms of resistance to press repression prevented these tactics from being entirely effective. Legal forms of resistance included using "Aesopian language" (critical political remarks indirectly made), taking advantage of technicalities and loopholes to avoid penalties, and banding together to overcome high newspaper prices. The two major techniques of illegal resistance were the publishing of clandestine newspapers and the smuggling of forbidden material. In conclusion, it should be noted that not only publishers and journalists, but great numbers of individuals engaged in such defiance. (JL)

ED 226 396 CS 504 119

Guidelines for Theatre Safety.
Texas Education Agency, Austin. Div. of **Curriculum Development.**
REPORT NO.- GE3-452-06
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrative Principles; Administrator Responsibility; *Educational Facilities; Elementary Secondary Education; Facility Guidelines; *Facility Requirements; *School Safety; Stages (Facilities); Teacher Responsibility; *Theater Arts

Prepared to help school administrators and theatre arts teachers establish and maintain a safe environment for the actors, technicians, and audience members who participate in educational theatre programs, this guide is divided into two major sections. The first section presents administrative guidelines covering recommended procedures, teacher responsibilities, theatre accessibility, field trips, and facilities and equipment. The second section, recommended for duplication and distribution to students, covers theatre safety, including general regulations, clothing and personal protective equipment, fire protection, ladders, tools and machinery, rigging, lighting, paint, silk screen painting, and makeup. An appendix lists titles available from the Center for Occupational Hazards (New York). (JL)

ED 226 412 EA 015 331

Miskel, Cecil
Organizational Effectiveness of Schools.
Iowa Univ., Iowa City. Inst. for School Executives.
PUB DATE- Nov 82
AVAILABLE FROM- Editor, The Executive Review, Institute for School Executives, 210 Lindquist Center, University of Iowa, Iowa City, IA 52242 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Criteria; *Educational Objectives; Elementary Secondar Education; Institutional Role; *Models; Organizations (Groups); *Resources; *School Effectiveness; Social Structure; Time
IDENTIFIERS- Parsonian Theory

Because organizational effectiveness of schools is difficult to define, a model is needed to explain the complexities of the concept. Two models offer some promise. One is the goal model, which defines effectiveness as the degree to which organizations meet or surpass their goals (either official or operational). The other is the system resource model, which measures effectiveness in terms of the organization's ability to secure advantageous bargaining positions and thereby acquire scarce and valued resources. Criticisms can be made of each model, but integration of the two models can increase their utility. However, four additional factors need to be considered, including the dimension of time, the organizational level under consideration, multiple constituencies (each with different ideas about effectiveness), and multiple criteria of effectiveness. To specify dimensions of effectiveness in the integrated model, Talcott Parsons' four functions of social systems should be added, involving adaptation, goal attainment, integration, and latency, or value system maintenance. For each function, the model includes multiple indicators (or criteria) of effectiveness, and for each indicator, the model adds time, level, and constituency factors. (Author/RW)

ED 226 229 CE 035 164

Mietus, Walter S.
An Activity and Theory for Applying Human Systems Approach to Industrial Arts.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)

DESCRIPTIONS- *Affective Behavior; Creative Activities; Creative Thinking; Creativity; *Humanization; *Industrial Arts; Labor Force Development; Models; *Psychomotor Skills; Quality of Life; *Systems Approach; Vocational Education
IDENTIFIERS- *Human Systems Approach

A human systems approach that emphasizes knowing the parts of a phenomenon, their order, and particularly their interactions needs to be adopted by industrial arts. A student-based theoretical framework that incorporates systems and subsystems in industrial arts has been presented by Donald Maley. The theoretical base includes 10 organismic propositions and delineates how the whole boy or girl can best be served in industrial arts. Its major components are the sensory system, the physical motor, the psychological, emotional, intellectual, personality factors, developmental tasks, and coordination of the mental, biological, and intellectual units of the person. The psychomotor function involvement has been focused on as being especially important. Research is needed to study the relationship between the psychomotor and emotional systems, because worker boredom has been observed as one determinant of low-quality work. Studies have already shown significant changes in affective, psychomotor, and cognitive behavior of students after creative thinking experiences. A theoretical model that emphasizes the linking of the sensory, psychomotor, personally emotional, and intellectual systems of students is in the direction of what industry identifies as a critical need. (YLB)

ED 226 256 CE 035 270

Gould, Wendy; Pain, Kerrie
Student Safety Education Project: Project Description, Coordinator's Report, and Safety Units.
Alberta Dept. of Education, Edmonton. Planning and Research Branch.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTIONS- *Curriculum Development; Early Childhood Education; Elementary Education; Feasibility Studies; Fused Curriculum; *Health Education; Inservice Teacher Education; Instructional Materials; *Material Development; Pilot Projects; *Program Development; *Program Effectiveness; Regional Programs; Resources; *Safety Education
IDENTIFIERS- Alberta; *Student Safety Education Project

Several different provincial agencies in Alberta, Canada, cooperated in initiating a safety education project that was piloted in the County of St. Paul. The project tested the feasibility of integrating safety into the general curriculum; the usefulness of existing safety resources from different agencies; and a diagnostic approach to health education that was based on an assessment of students' skills, knowledge, attitudes, and values. During the project, two sets of inservice sessions were held for teachers in St. Paul. In addition, seven safety units, one topic for each grade from early childhood services to grade 6, were designed by elementary school teachers using L. W. Green's model of health education. Recommendations resulting from the project included calls for further revisions of the seven units by specialists in attitude change in order to make the attitude component of the units more specific, for additional field testing of the revised units, for the provision of teacher training in the area of safety education, and for the provision of instruction on safety education in chosen careers. (MN)

ED 226 288 CG 016 481

Anthony, Steven M.; Rice, Robert W.
Work and Nonwork: An Analysis of Personal Meaning.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Compensation (Concept); Creative Activities; Cultural Activities; *Employee Attitudes; Individual Development; Interests; *Job Satisfaction; Labor Force; *Leisure Time; Recreational Activities; Self Actualization; *Work Attitudes
IDENTIFIERS- Meaningfulness

Spillover and compensation are two recurrent hypotheses concerning the relationship between work and nonwork. Spillover proposes a basic similarity between an individual's activities and feelings in both the world of work, and nonwork; compensation proposes fundamental dissimilarity between the individual's world of work and nonwork. To focus on individual and situational characteristics predictive of spillover or compensation three hypotheses were examined for the relationships expected between spillover, compensation, and intrinsic work satisfaction: (1) satisfaction with work is positively related to the tendency to engage in nonwork activities that spill over from work activities; (2) satisfaction with work is negatively related to the tendency to engage in nonwork activities that compensate for work activities, and (3) both spillover and compensation with respect to a single job are possible. Employees (N=81) completed a questionnaire designed to elicit information about leisure and work activities. Analyses of results supported all three hypotheses and indicated that two-thirds of the sample experienced both spillover and compensation between their leisure and job activities. The findings suggest that the general tendencies for individuals to compensate or spillover is not as crucial as the specific activities and specific personal meanings associated with spillover and compensation. Further research is suggested to determine if these conclusions can be applied to a broad band of the labor force. (PAS)

O'Neil, Marie A.
Depression and Mental Retardation.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adults; *Counseling Techniques; *Depression (Psychology); Fear; *Group Therapy; High Risk Persons; Individual Power; *Interpersonal Competence; Life Satisfaction; *Mental Retardation; Mild Mental Retardation

Mentally retarded people may be particularly vulnerable to depression and related emotional disturbances due to limited social skills, lack of friends, and negative self-esteem. A therapy group for depressed retarded clients provided an opportunity to collect information about depression in retarded individuals and to evaluate various treatment techniques in a group format. Mildly retarded adults, two males and two females, attended the 30 weekly sessions involving open-ended discussions and behavioral techniques such as modeling, role playing, behavioral rehearsal, and selective reinforcement. To assess the effectiveness of the group, clients were given the Zung Depression Scale before and after treatment and evaluated on a behavior checklist by a close acquaintance during a 1-week period at mid-group and at the end of treatment. Therapists also made weekly observations. Major concerns expressed by the group were a desire for greater independence, fear of harm, and failure to distinguish between realistic and unrealistic hopes. The social component was an especially important aspect of therapy, and all clients showed at least some improvement. (JAC)

ED 226 319 CS 006 976

Bishop, David
Subject Area Reading in the Middle School: Learning through Text an
Learning through Experience.
National Middle School Association, Columbus, OH.
PUB DATE- 82
AVAILABLE FROM- National Middle School, P.O. Box 14882, Columbus, O
43214 ($4.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Content Area Reading; Experiential Learning;
Intermediate Grades; Junior High Schools; Language Experience
Approach; *Middle Schools; Reading Difficulties; *Reading
Instruction; *Reading Materials; *Reading Skills; *Study Guides;
Study Skills; Teacher Developed Materials; Teaching Guides; Teachi
Methods; Textbooks; Vocabulary Development
IDENTIFIERS- *Reader Text Relationship; Reading Strategies

Intended to help middle school teachers in all subject areas reeducate themselves to teach reading in the content areas, this booklet offers teacher made and tested techniques for reading, examples on vocabulary development, and discussion of different reading techniques, all designed to help students make a smooth transition from primary grade reading to more demanding reading. Following an introduction, the booklet is divided into four section that discuss the following: (1) the middle school learner, (2) teacher guided reading of textbooks, (3) study guides for the reading of textbooks, and (4) organizing experience and language development. Appendixes contain sample worksheets for preparing study guides and related materials. The booklet concludes with a selected bibliography and references. (HTH)

ED 226 320 CS 006 977

ED 226 334 CS 007 010

Anders, Patricia L., Ed.
Research on Reading in Secondary Schools. A Semi-Annual Report. Monograph Number 9.
Arizona Univ., Tucson. Coll. of Education.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTIONS- Advance Organizers; *Cognitive Processes; Cognitive Style; Content Area Reading; Inservice Teacher Education; *Reading Instruction; *Reading Research; Recall (Psychology); Research Utilization; Secondary Education; Sex Differences; Study Skills; Teaching Methods
IDENTIFIERS- *Reading Strategies

Part of a continuing series intended for use by reading professionals interested in understanding and improving the reading of adolescents, this report contains four articles dealing with subjects of current interest. Topics covered in the articles are (1) the effects on readers' recall of directions describing passage structure, signaling, and elaboration; (2) learning styles and content area reading instruction; (3) applications of the research base in secondary level reading; and (4) analyzing reader strategies. The report also provides several articles that comment on research previously reported in this series. (FL)

ED 226 350 CS 207 345

Carter, Ronnie D.
By Itself Peer Group Revision Has No Power.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Females; Higher Education; High School Seniors; Males; *Peer Evaluation; Peer Groups; *Revision (Written Composition); *Sex Differences; *Writing Evaluation; *Writing Instruction; *Writing Research

A study investigated the effects of two methods of teaching colle level composition on writing development and, secondarily, the effects the two methods had on overall improvement by gender. The treatment method involved the same syllabus, texts, assignments, an workshop approach as the control method, with the exception of the independent variable--the treatment sections received eight class periods of 50 minutes each in guided peer group evaluation trainin and practice in revision. Participants included 65 college bound high school seniors. In both methods, the instructors discussed the assignment, analyzed suitable topics with the students in small groups, engaged them in prewriting activities, helped them develop strategies, and discussed an appropriate organization for the mode and aims under consideration before they had the students attempt rough draft at home. The holistic and analytic scores of student pretests, assignments, and posttests agreed on four variables: (1) the instructors' performances were extremely even; (2) the treatmen and control groups were reasonably close in ability; (3) the treatment (training and extensive practice in peer evaluation) had no noticeable power by itself over the control (no peer evaluation) and (4) the females outperformed the males. (HOD)

ED 226 381 CS 504 088

Hample, Dale
The Functions of Argument, Interpersonal and Otherwise.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adjustment (to Environment); Cognitive Processes; *Communication (Thought Transfer); *Persuasive Discourse; *Speech Communication; Verbal Communication
IDENTIFIERS- *Functional Context

The prime function of human communication is to enable people to survive their environment. The special function of an argument is t adjust the environment to satisfy felt needs. Whether argument take the cognitive form of thought, the textual form of an essay, or the interpersonal form of a conversation, it serves this general function. Specific functions of an argument include claim, data, warrant, objection, support, and qualification. These functions assume identity in cognitive, textual, and interpersonal argumentation. For example, the primary function of claim assumes a belief in cognitive form, a proposition in textual form, and an utterance in interpersonal form. The target of an argument may be one's self, a nonpresent other, or a conversational partner. The functional theory of argument views the function to be the same in all three forms--to adjust the environment to satisfy felt needs. Therefore, the three forms of argument are not different things, rather they are different types of the same thing. (HOD)

ED 226 471 EA 015 419

Strike Manual. A Report of the Employee Relations Committee.

American Association of School Personnel Administrators, Seven Hills, Ohio.

PUB DATE- 82

AVAILABLE FROM- Publications, American Association of School Personnel Administrators, 6483 Tanglewood Lane, Seven Hills, OH 44131 ($6.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Administrator Role; Board of Education Policy; *Board of Education Role; Collective Bargaining; Committees; Communications; Elementary Secondary Education; Guidelines; Labor Relations; Legal Problems; *Planning; *Teacher Strikes

To help school districts develop contingency plans for teacher strikes, this guide provides background material and suggests methods for building a strike plan. Following a listing of contributors and a short introduction, there is a brief history of collective bargaining and teacher strikes. A general discussion on developing, preparing, and implementing a strike plan then precedes a lengthy description of a strike plan. Included in the strike plan are a planning committee, building security, law enforcement, utilities, supplies, insurance, communications, documentation, athletics, guidelines for building administrators, a decision-making center, board member responsibilities, and tactics to expect from teachers. Activities after a strike--involving the public, former strike leaders, and the board--are examined in the following section, and four basic rules are suggested. The use of a management crisis support team is next touched on. The guide's discussion of a communications plan includes audience analysis, message content, a communications calendar, and internal publications. Necessary data and legal requirements for injunctions are explained before a closing summary. Exhibits appended include a sample warning letter to teachers, a sample board resolution on disciplining employees, a strike checklist, and suggested reactions to "sickouts." (RW)

ED 226 502   EA 015 455

Koeppe, Richard P.
Educational Adequacy: Its Definition and Prospects for Funding.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 442.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Definitions; *Educational Finance; Educational Philosophy; Elementary Secondary Education; *Federal Aid; *Government Role; *State Aid
IDENTIFIERS- *Educational Adequacy

Projections of five past financial trends appear to be a reliable guide to the prospects for financing education, though these trends will not provide for "adequate" financing. Four of these trends are common to both the state and federal levels--a preference for categorical rather than general aid, the mandating of costly programs without fulfilling promises for increased funding, attempting fiscal accountability through rules and regulations, and labeling some noneducational expenditures "educational." The fifth trend, toward setting often unrealistic limits on annual budget increases, has been most noticeable at the state level. The federal role in the effort to achieve educational adequacy should include using general aid to help equalize state wealth and tax effort disparities; using categorical aid to achieve specific national educational goals; not exceeding state-supplied funding; minimizing rules and regulations attached to federal funds; and labeling funding purposes accurately. Treating the issues associated with the concept of educational adequacy requires defining education accurately. The history of public education should be considered when developing this definition, as should the fact that the care and treatment of some people now handled through the schools does not constitute education. (Author/PGD)

ED 226 146 CE 034 944

Winefordner, David W.
Making More Effective Use of Career Resource Centers.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Autoinstructional Aids; Career Education; *Career Exploration; *Career Planning; Efficiency; Information Utilization; Learning Resources Centers; Program Effectiveness; *Resource Centers; Secondary Education; Student Educational Objectives; *Student Evaluation; Student Interests; *Vocational Interests
IDENTIFIERS- *Career Information Centers; *Career Resource Centers

Effective use of career resource centers (CRCs) is dependent upon having good resources, good organization and management of the resources, purposeful access strategies (a variety of assessment activities and materials), and meaningful utilization of the information. Assuming that CRCs have good resources and are well organized and managed, a more effective approach to assessment and utilization is needed. The materials developed for the Ohio Vocational Interest Survey (OVIS II) illustrate the station approach, an individualized, self-instructional process in the use of career information resources. Students follow six steps in completing the OVIS II station: orientation, assessment, exploration, interpretation of OVIS II results, exploration of OVIS II clusters related to their highest measured interests, and educational planning. (Attachments include a description of the OVIS II system and the OVIS II station.) (YLB)

ED 226 174 CE 035 027

Peller, Roslyn
Georgia Vocational Evaluation System On-Site Component. Third Annual Report.
Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Career Guidance; Community Relations; Data Analysis; Educational Facilities; Educational Planning; Field Tests; Followup Studies; Instructional Materials; Job Placement; Postsecondary Education; Program Administration; *Program Effectiveness; *Program Evaluation; *Program Improvement; Questionnaires; Secondary Education; Student Personnel Services; *Vocational Education
IDENTIFIERS- *Georgia

Based on data from site visits to local educational agencies and area vocational technical schools, this report details an evaluation of Georgia's vocational programs. The report is presented in two sections with identical formats. Section 1 contains an analysis of data from secondary programs, while section 2 focuses on data from postsecondary programs. Each section first summarizes conclusions regarding philosophy and purpose, organization and administration, annual and long-range planning, educational programs, physical facilities, community relations, vocational guidance, and placement and followup. Additional postsecondary topics concern staff; learning resource centers; financial resources; equipment, supplies, and instructional materials; and student personnel services. Recommendations are then presented. Tables show team members' responses to the standards and their associated criteria; frequencies of responses are given in percentages. The degree of change in the percentage of "yes" responses is indicated. Computer-generated program improvement profile means (ratings on program effectiveness) are also recorded. A thematic summary of team recommendations and suggestions follow each standard. Competency graphs (frequencies of "yes" responses in percentage form) are depicted for each major service area. Each section concludes with results of over 1,000 questionnaires that evaluated reactions of site team members and system personnel to the evaluation experience and assessment guides. (YLB)

ED 226 273 CG 016 466

Donnangelo, Frank P.
Student Evaluations of the Bronx Community College Office of Employment Counseling and Placement.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Attitude Measures; Career Counseling; College Graduates; Community Colleges; *Counseling Services; *Employment Services; Higher Education; Job Placement; Open Enrollment; *Participant Satisfaction; *Program Effectiveness; Student Attitudes; Student Personnel Services; Summative Evaluation
IDENTIFIERS- *City University of New York Bronx Community Coll

The degree to which the City University of New York (CUNY) prepares students for useful lives can be measured, in part, by the degree to which its graduates are able to find employment. In order to assess the effectiveness of the newly developed counseling services of the Office of Employment Counseling and Placement at Bronx Community College, graduates and alumni who had used the service during the 1979-1980 and 1980-1981 academic years were asked to complete counselor evaluation questionnaires. Results of these surveys were compared with results from an April 1980 college-wide survey conducted prior to the Employment Office efforts at program improvements. The percentage of graduates and alumni who rated the counseling services satisfactory increased from 46% in 1979-1980 to 67% in 1980-1981; this was significantly greater at the .01 level in both years than the percentage of students who rated job placement services adequate to excellent in the April 1980 college-wide survey. The results demonstrate that a well planned effort at improving services such as an employment counseling and placement program can lead to increased student satisfaction. (Author/JAC)

ED 226 397 CS 504 120

Ewbank, Henry L., Ed.
Free Speech Yearbook 1982. Volume 21.
Speech Communication Association, Annandale, Va. Commission on Freedom of Speech.
PUB DATE- 83
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Censorship; *Civil Liberties; *Communication Research Community Problems; *Court Litigation; Federal Courts; Foreign Countries; *Freedom of Speech; Government Role; Religious Cultural Groups; *Speech Communication; Travel; United States History
IDENTIFIERS- El Salvador; Equal Rights Amendment; *First Amendment; Mormons; Romero (Oscar); Supreme Court

The six articles in this collection deal with theoretical and practical freedom of speech issues. Topics covered are (1) freedom of expression and the Mormons for the Equal Rights Amendment (R. J. Jensen); (2) the U.S. Supreme Court and the First Amendment (W. A. Linsley); (3) antipornography campaigns (R. McGaffey); (4) the human rights advocacy of El Salvador's Archbishop Oscar Romero (J. E. Schuetz); (5) foreign travel as a First Amendment right (R. S. Rodgers); and (6) 19th century speaker bans (J. A. Samosky). A bibliography of materials pertaining to freedom of speech is also included. (JL)

ED 226 427 EA 015 352

Mulligan, Dorothy, Ed.
Effective Involvement of School Volunteers. Partners for the 80's: Handbook for Teachers.
National Education Association, Washington, D.C.; National School Volunteer Program, Inc., Alexandria, Va.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 79
AVAILABLE FROM- Publications, National School Volunteer Program, Inc., 300 North Washington Street, Alexandria, VA 22314 (Order No. P-5; $2.75 plus $.55 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Classroom Techniques; Elementary Secondary Education; Evaluation Methods; Guidelines; *Teacher Role; Teamwork; *Volunteers
IDENTIFIERS- *Teacher Volunteer Relationship

The teacher's role in creatively and effectively involving school volunteers in educational programs is spelled out in this guide. After explaining the value of volunteers to schools, teachers, and students, the booklet suggests and expands on 12 steps teachers can take to obtain full value from volunteers: (1) assess teacher and classroom needs, (2) talk with teachers who have worked with volunteers, (3) learn how to request volunteer help, (4) orient volunteers to classroom procedures, (5) take time to know the volunteer, (6) match the volunteer's skills with classroom needs, (7) establish good communications with volunteers, (8) share student progress with volunteers, (9) show continuing appreciation for volunteer help, (10) involve volunteers in evaluations of program success, (11) encourage volunteers to seek training opportunities, and (12) set a good example. Appendices include a listing of ways volunteers can help at elementary and secondary levels, a sample volunteer request form, a checklist for teacher-volunteer conferences, methods for showing appreciation to volunteers, suggestions for self-evaluation by teachers and volunteers, definitions of key terms, and guidelines for a teamwork approach to a school volunteer program. (Author/PGD)

ED 226 442 EA 015 369

Schwartz, Allen D.
Defamation: A Worry for All Seasons. A Legal Memorandum.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Dec 82
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrators; *Court Litigation; Elementary Secondary Education; Federal Courts; Higher Education; Legal Problems; *Public Officials; Public Opinion; Reputation; State Courts; *Teachers
IDENTIFIERS- *Defamation; Libel; Slander

Principals and other educators fear litigation over defamation. Defamation means an injury to character or reputation by false, malicious statements, whether by printed words (libel) or by spoken words (slander). To constitute defamation, the words must be actionable, defamatory, refer to the plaintiff, and be communicated to others. If the words are not on their face harmful, the plaintiff may have to prove harm. A major issue in defamation concerns whether the plaintiff or defendant is a public or private figure; public figures need to show the words are malicious, whereas private figures do not. Twenty-one cases involving educators, in which the question of public or private figure had to be determined, are reviewed. Eight cases concern the educator as plaintiff and involve teachers, coaches, principals, and college administrators filing suit. The 13 cases in which the educator is the defendant involve college teachers suing administrators, parents suing school doctors, and school teachers suing administrators and boards. The defenses noted against defamation suits include the truth of the statements and the defendant's privilege, either absolute (in legislative, judicial, quasi-judicial, or executive proceedings) or qualified (involving fair comment on public matters or figures), to use the words. (RW)

ED 226 488 EA 015 436

Peebles, Robert W.
Magnet Schools.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Desegregation Methods; Elementary Secondary Education; *Magnet Schools; Program Effectiveness; Public Relations; *School Desegregation; Voluntary Desegregation

Magnet schools differ from other forms of alternative schools in being specifically intended to assist school systems in their desegregation efforts. Magnet schools have been defined by the federal courts as those having a "distinctive program of study" designed to attract a cross section of students from all racial groups voluntarily. Several magnet school programs have been federally funded since 1972 and have contributed to efforts at desegregation, though none has completely resolved segregation problems on its own. Magnet schools stimulate, involve, and attract parents, students, and teachers, can serve as models for the rest of their districts to emulate, and depend on outstanding principals. Unfortunately, magnet schools can be more expensive, be divisive, seem elitist, serve as pawns in court battles, draw outstanding teachers out of other programs, and may fail to affect significant numbers of students. Careful planning is necessary to make magnet schools effective and alleviate parent and community concerns, and the growing literature on magnet schools may offer some assistance in such efforts. (PGD)

ED 226 104 CE 034 331

Rassen, Rachel L.; Reynolds, Dorothy F.
Energy Conservation Vocational Instructional Materials. Final Technical Report.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- AIR-87301-5/82-FTR
PUB DATE- May 82
CONTRACT- 300-80-0956
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTIONS- *Conservation Education; *Energy Conservation; Information Dissemination; *Instructional Materials; *Learning Modules; *Material Development; Occupational Information; Postsecondary Education; Program Implementation; Secondary Education; Units of Study; *Vocational Education

A project was conducted (1) to develop 27 instructional modules a part of a curriculum series that presents energy conservation concepts and skills and (2) to disseminate the modules for use in secondary and postsecondary vocational training programs and courses. The series of modules, entitled "Energy Awareness and Conservation: YOU Make the Difference," was developed in a six-ste process: (1) reviewing available energy conservation instructional materials; (2) identifying and applying criteria to select occupational areas for module development; (3) identifying occupational and conservation competencies and skills as related t worker motivation to practice conservation; (4) developing two introductory modules and three activity-oriented instructional uni to increase students' awareness of the problem and promote active student involvement in a variety of conservation projects; (5) designing a module format for the 22 occupation-specific modules that made optimal use of illustrations; and (6) writing, reviewing, and revising the 22 occupation-specific modules to teach on-the-jo energy-conserving skills and behaviors. Six regional dissemination workshops were conducted to familiarize potential users with the materials and to discuss how they can be used. In addition, a flie two interim project update newsletters, and a promotional brochure describing the project and the modules were sent to persons and organizations on the project mailing list. Project staff also delivered papers at vocational education meetings and wrote journa articles. (KC)

ED 226 118 CE 034 679

Peacock, Patricia, Comp.; Boccippio, Sally Ann, Ed.
A Counselor's Guide to Apprentice Training.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Apprenticeships; *Counseling Techniques; *Counselor Role; Guidelines; Postsecondary Education; *School Counseling; Stat Agencies; *State Programs; State Standards; Student Evaluation; Unions; Vocational Education
IDENTIFIERS- *New Jersey

This counselor's guide contains information for use in helping obtain apprenticeships. Although the focus of the guide is on apprentice training in New Jersey, it also contains general information of use to counselors in other locations. The first section contains an overview of apprenticeship training today and a discussion of the benefits of apprentice training. Described next are the operation of and general entrance requirements for apprentice training programs in New Jersey. Various steps to assist students in obtaining apprenticeships are explained, including identifying potential candidates, selecting an occupation, identifying an occupation as apprenticeable, determining student qualifications, determining job suitability, searching for the job, and making the final commitment. The first part of the guide consists of a listing of persons, places, and publications that can aid both counselors and students in the apprenticeship-search process. Appended to the guide are a list of occupations recognized as apprenticeable, a certificate of approval for apprenticeship training, a certificate of completion of apprenticeship, and an apprentice registration card. (MN)

ED 226 160 CE 034 997

MADE 2. Marketing and Distributive Education Competency Based Curriculum Guide.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

PUB DATE- 81

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Administration; Advertising; *Business Education; Career Education; Competence; *Competency Based Education; Design; *Distributive Education; Employment Opportunities; Guidelines; *Job Skills; Lesson Plans; *Marketing; Merchandising; Producer Services; Retailing; Secondary Education; State Curriculum Guides; Visual Stimuli

IDENTIFIERS- *New Jersey; Store Managers; Store Workers

This curriculum guide is one in a series of three competency-based instructional materials dealing with marketing and distributive education (MADE). Covered in the individual sections of the guide are the following topics: job orientation (personal appearance, job opportunities, job interviews, basic skills, training plans, legal requirements, and safety); visual merchandising (displays, functions and elements of displays, principles of design, display construction, and evaluating displays); advertising (the function of advertising, advertising media, brand names and slogans, closing the gap between advertising and selling, advertising techniques and costs, and developments in advertising); store operations (types of store operations, retail store protection, store maintenance, stock control, inventory, stockkeeping, and caring for fixtures and displays); management (retail store patterns, store locations and arrangements, department layouts, financing, store policies, and personnel policies) product and service technology; and career areas (general merchandising, food service, food marketing, petroleum marketing, advertising, and finance). Each lesson includes an outline of material to cover, behavioral objectives, general competencies, a lesson plan, suggestions for applying specific competencies, an audiovisual list, a bibliography, a competency-based test, and directions for observing and evaluating competencies. (MN)

ED 226 188 CE 035 073

A Legal Handbook.
Cincinnati Public Schools, Ohio.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Basic Education; Consumer Economics; *Consumer Education; Consumer Protection; Contracts; Court Judges; Court Litigation; Due Process; Family Relationship; Instructional Materials; Landlords; *Laws; *Learning Activities; *Legal Education Legal Responsibility; Loan Repayment; Money Management; Real Estate Resource Materials
IDENTIFIERS- Cincinnati Public Schools OH

This publication was developed by the Cincinnati (Ohio) Public Schools for use as a resource in adult basic education classes. It presents, in simple format, the basic legal rights of citizens of the United States and points out legal problem areas that average adults may encounter in daily life. The book is organized into nine parts containing 2 to 11 chapters each. These nine parts cover the following topics: introduction to legal terminology and procedures, contracts, business transactions (purchases, sales, warranties, credit cards, buying an automobile, borrowing money), debtor and creditor rights, real estate, insurance, landlord and tenant relationships, family law, and liability. Each chapter contains information sections followed by questions and problems. A list of names, addresses, and phone numbers of agencies and organizations that aid consumers completes the publication. (KC)

ED 226 202 CE 035 097

DiFillipo, Tony
BLS Machine-Readable Data and Tabulating Routines.
Bureau of Labor Statistics (DOL), Washington, D.C.
REPORT NO.- BLS-620
PUB DATE- Feb 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Cost Indexes; *Data; Databases; Data Processing; *Economics; Employment; Employment Statistics; *Labor Force; *Labo Market; Labor Turnover; Productivity; Statistical Analysis; Statistical Data; Unemployment
IDENTIFIERS- *Bureau of Labor Statistics; *Machine Readable Data

This report describes the machine-readable data and tabulating routines that the Bureau of Labor Statistics (BLS) is prepared to distribute. An introduction discusses the LABSTAT (Labor Statistics database and the BLS policy on release of unpublished data. Descriptions summarizing data stored in 25 files follow this format overview, data available, where the data are published, and citations to references providing more detailed descriptions of sampling techniques and statistical reliability. The data files are labor force; occupational employment statistics; industry employment, hours, and earnings--state and area; insured employment and wages; unemployment and labor force--state and area; industry labor turnover--national; industry-occupational matrix; Consumer Price Index; Producer Price Index; industry price indexes; export and import price indexes; Survey of Consumer Expenditures, 1972-73; Survey of Consumer Expenditures, 1960-61; input-output matrix; capital stock; occupational injuries and illness--state; work injuries and illnesses--Supplementary Data System; imports--tariff commodity classes; imports--industrial commodity classes; productivity and cost indexes; productivity--industry; productivity--federal government; international labor and price trend comparisons; and the Employment Cost Index. The tabulating routines are similarly described. Other contents include the standard file format and an order form. (YLB)

ED 226 216 CE 035 138

Influence of Time Management Concepts on the Productivity of Vocational Teachers. Final Report. Time Management Concept Project. Department Report No. 57.

Nebraska Univ., Lincoln. Dept. of Agricultural Education.

SPONS. AGENCY- Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

PUB DATE- 31 Dec 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Business Education Teachers; Home Economics Teachers; Marketing; Postsecondary Education; Secondary Education; Teacher Attitudes; *Teacher Workshops; Trade and Industrial Teachers; *Vocational Education Teachers

IDENTIFIERS- Nebraska; *Time Management

A study was conducted to determine how vocational teachers used their time, whether teachers in different vocational areas used their time differently, whether a workshop on time management would improve their use of time, and if such factors as marital status, sex, and extended contracts influenced how vocational teachers used their time. Random samples of vocational teachers in Nebraska were selected from the areas of business home economics, marketing, industrial, and special vocational needs. A total of 104 teachers recorded time used in 12 competence areas for a month. Following a time management workshop, the teachers recorded their time usage for another month and the two sets of data were compared. After analysis of the findings, the following conclusions were reached: (1) vocational teachers spend more time on professional activities in the early part of the week than in the later days; (2) vocational teachers have much more time under their personal control than is often thought; (3) home economics teachers spend the most time on work-related activities; (4) a study of time management, such as the workshop used in this study, can be effective in changing how vocational teachers plan and use time; and (5) the instrument used in the study is effective for use by vocational educators in determining how they spend their time. The study hypothesized that teaching vocational educators to make better use of their time woul have benefits for students because of the teachers' more positive attitudes and provision of a role model of organized efficiency. (K

ED 226 244 CE 035 241

Harrington, Lois G.; And Others
Maintain School Discipline. Module LT-C-3 of Category C--Student Services. Competency-Based Vocational Education Administrator Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-118-3
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, Athens, GA 30602 ($5.55; complete set--$151.80).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Education; Case Studies; Competency Based Education; *Discipline; *Discipline Policy; Guidelines; Higher Education; Individualized Instruction; Job Skills; Learning Activities; *Management Development; Postsecondary Education; School Administration; Secondary Education; *Vocational Directors; Vocational Education

This module, one in a series of competency-based administrator instructional packages, focuses on a specific competency that vocational education administrators need to be successful in the area of student services. The purpose of the module is to help the administrator develop skill in creating a climate conducive to discipline and in instituting and implementing the policies, procedures, and guidelines to establish and maintain discipline, primarily in a secondary setting. An introduction provides terminal and enabling objectives, a list of resources needed, and a glossary of selected terms. The main portion of the module includes three sequential learning experiences. Overviews, which precede each

ED 226 351 CS 207 346

Fearn, Leif
Measuring Mechanical Control in Writing Samples.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Capitalization (Alphabetic); Elementary Education; Elementary School Teachers; *English Teacher Education; Error Analysis (Language); *Grammar; *Holistic Evaluation; Inservice Teacher Education; Punctuation; *Sentence Structure; Teacher Response; *Writing Evaluation; *Writing Research
IDENTIFIERS- *Interrater Reliability

One elementary school writing sample written to cue under a 5-minute time limit was presented to 33 teachers who had been trained to use a holistic and a primary trait writing sample assessment system. Working on the assumption that teachers would recognize mechanical errors on sight, training in mechanical contro was limited to orientation regarding the mechanical targets to be counted: capitalization, punctuation, single word errors, and structure. Error tallies indicated that while 70% of the teacher/scorers tallied within central tendency, the other 30% to 40% tallied beyond central tendency, indicating that they did not recognize errors. No error count was agreeable to all readers. Usir single word errors as an example, eight teachers failed to recogniz some combination of missing periods, missing commas, missing apostrophes, and inappropriate comma use. If teaching writing well has anything to do with helping students master the basic mechanice conventions, the teachers' ability to use those conventions in thei own writing is necessary, but insufficient. Clearly, there must be parsimonious conception of high-utility mechnical conventions in preservice and inservice teacher education. Further, these conventions must be taught directly, practiced in writing, and recognized as instances and noninstances in a variety of actual student writing samples. (HOD)

ED 226 366 CS 207 373

Workman, Brooke
Writing Seminars in the Content Area: In Search of Hemingway, Salinger, and Steinbeck.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5886-2
PUB DATE- 83
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 58862, $12.00 member, $13.75 non-member).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Authors; English Instruction; Higher Education; Instructional Materials; Literature Appreciation; Secondary Education; *Seminars; Teaching Methods; *Thematic Approach; *United States Literature; Writing (Composition); *Writing Instruction
IDENTIFIERS- Hemingway (Ernest); Salinger (J D); Steinbeck (John)

Intended for high school and college literature instructors, this book contains materials for intensive semester-long seminars on the lives and works of three American authors: Ernest Hemingway, J. D. Salinger, and John Steinbeck. Each seminar revolves around seven papers the students are required to write and defend aloud in front of the rest of the class. Classmates then assign and discuss a grade for each paper. Following an introduction discussing each step of the seminar method and the sequence of writing skills, the book is divided into three sections, one for each author. Each section contains a daily schedule for the seminar, a chronology of the author's life, and the materials and procedures for reading and writing a paper for each work studied. Models for the student papers are included. Appendixes at the end of each section contain extensive chronologies in time-line fashion, essays relevant to the author's works, and a trimester or 60-day seminar schedule. (HTH)

ED 226 413 EA 015 332

Microcomputers and Instruction. The Best of ERIC on Educational Management, Number 69.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
CONTRACT- 400-78-0007
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Annotated Bibliographies; *Computer Assisted Instruction; *Computer Oriented Programs; *Computer Programs; Elementary Secondary Education; Literature Reviews; *Microcomputer Purchasing; Teacher Response

Twelve publications already in the ERIC system that deal with microcomputers were selected for annotation. Two of the publication are conference proceedings that explore the use of computers. Another two are administrator handbooks dealing with the acquisitio and the use of computers. Reference works cited include a guide for instructional packages, a manual for instructional use, a review of educational software, and a microcomputer state-of-the-art article. Other topics are the dreams and realities of microcomputers in classrooms and securing teacher acceptance of technology. The remaining two entries contain reassuring words on the simplicity of classroom computers and computer purchasing advice. Information for ordering copies of the items reviewed is supplied. (MLF)

ED 226 457 EA 015 391

Teacher Layoffs, Seniority and Affirmative Action.
Commission on Civil Rights, Washington, D.C.
PUB DATE- May 82
AVAILABLE FROM- Publications, U.S. Commission on Civil Rights, New England Regional Office, 55 Summer Street, 8th Floor, Boston, MA 02110 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTIONS- *Affirmative Action; Civil Rights; Employment Practices; Government Role; Job Layoff; Legal Responsibility; *Reduction in Force; Retraining; School Desegregation; Seniority; *Teacher Dismissal; *Teacher Integration
IDENTIFIERS- Boston Public Schools MA; Cambridge School Committee MA
Massachusetts; Proposition 2 and One Half (Massachusetts 1980)

As a result of declining enrollment and newly instituted limitations on property taxes resulting from passage of Proposition 2 1/2, school districts in Massachusetts have been forced to reduce the size of their teaching staffs. The Massachusetts Advisory Committee to the U.S. Commission on Civil Rights sought to determine what steps were being taken to maintain racially diverse public school faculties in the face of teacher layoffs. The 10 papers making up this report were presented at a consultation session hosted by the Advisory Committee for the purpose of encouraging communication among organizations and individuals found to be taking action to lessen the impact of teacher reductions. The introduction to the report explains the background situation and notes common themes appearing in several of the papers. The papers themselves discuss legal, financial, and political issues affecting affirmative action policies and layoffs, the impact of layoffs on both school desegregation and minority representation on faculties, the roles of government agencies in preventing discrimination, alternatives to the layoff of minority teachers, and the provision of assistance to laid off staff members seeking new jobs. Conditions and responses to those conditions in the Massachusetts cities of Boston, Cambridge, Worcester, and Framingham are cited. (Author/PGD)

ED 226 230 CE 035 168

National Clearinghouse on Transition from School Newsletter. Vol. 2, No. 1, Part 2.
Australian National Univ., Canberra, National Clearinghouse on Transition from School.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Education Work Relationship; *Employment Programs; *Federal Programs; *Foreign Countries; *Job Training; National Programs; Public Policy; Unemployment; *Youth Employment
IDENTIFIERS- *Australia; Comprehensive Employment and Training Act; Targeted Jobs Tax Credit; United States

The two papers in this newsletter focus on youth employment and training programs in the United States and the government response to unemployment in Australia. In the first paper, "Looking at Other Countries, No. 1: United States. Youth Employment and Training Programs during the First Two Years of the Reagan Administration" by Ralph E. Smith, some developments in the United States are reported that might be relevant to Australians interested in programs to ease the transition of young people from school to work. Two programs are described--the activities authorized by the Comprehensive Employment and Training Act and the Targeted Jobs Tax Credit, a wage subsidy to stimulate the employment of economically disadvantaged youth. The second paper, "Review Paper No. 7. The Government Response to Unemployment: A Critical Review" by John Freeland, evaluates existing policies and programs for Australia's unemployed. The evaluative criteria to be applied are established, and the government response to unemployment, specifically the development of unemployment programs from 1972 to 1982, is then discussed. An evaluation of that government response falls into two parts. The first uses the accompanying tables and graphs to uncover underlying policy preferences, objectives, omissions, and discriminations. The second part looks more closely at specific programs and develops a series of recommendations for reform. Sixteen pages of tables and figures are appended. (YLB)

ED 226 335 CS 007 011

Anders, Patricia L., Ed.
Research on Reading in Secondary Schools: A Semi-Annual Report. Monograph Number 8.
Arizona Univ., Tucson. Coll. of Education.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTIONS- Cognitive Processes; Content Area Reading; Ethnography Listening Comprehension; Oral Reading; *Reading Comprehension; *Reading Instruction; *Reading Research; Recall (Psychology); Remedial Reading; Research Methodology; Secondary Education; Sex Differences; Silent Reading

Part of a continuing series intended for use by reading professionals interested in understanding and improving the reading of adolescents, this report contains five articles dealing with a variety of subjects. Specific topics discussed in the articles include (1) remedial readers' comprehension during silent and oral reading, (2) recall and intervening mental activities involved in listening to expository information, (3) applied research in content area reading, (4) sex-related variables and mature reading response, and (5) the use of qualitative and quantitative data in answering research questions. (FL)

ED 226 382 CS 504 093

Hample, Dale
Methodological Issues in Studying Argument-as-Cognition.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; *Communication Research; *Persuasive Discourse; *Research Methodology; Research Needs; *Research Problems; Self Evaluation (Individuals); *Validity
IDENTIFIERS- *Self Report Measures

Because cognition is inherently inaccessible to observers, researchers interested in cognitive approaches to argumentation frequently rely on self-reports for data. Opponents to self-reports argue that such data have very limited value. They claim that when subjects are put in a position where they have to tell more than they can know, they construct plausible answers that are not based on their specific cognitive experiences. An evaluation of the validity of self-reports does reveal certain conditions under which self-reports about cognition are least suspect. First, people do sometimes judge plausibility even when instructed to remember. A second pertinent chunk of evidence shows that people often behave mindlessly, finding that they can follow the appropriate script without paying conscious attention to what they are doing. Third, the effects of consciousness and memory on retrospective verbal reports are crucially affected by the passage of time. Therefore, questions should be asked as soon as possible. The worth of self-reports, therefore, depends almost entirely upon the procedures used to elicit them. Argumentation scholars should be wary of certain potential problems: letting even a few minutes elapse between a thought process and a report of it, seeking data that were never in consciousness, allowing a plausibility search to be a tempting alternative to retrieval efforts, asking for a general description of a process when subjects only experience a specific episode, and allowing evaluation apprehension or demand characteristics to influence responses. (HOD)

ED 226 472 EA 015 420

Vantine, A. William
Teachers Can Improve Their Instructional Skills through Staff Development--One District's Approach That Works!
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Classroom Techniques; Elementary Secondary Education; *Faculty Development; *Inservice Education; Principals; Teacher Effectiveness; *Teacher Improvement; Teachers; *Teaching Methods; Trainers
IDENTIFIERS- Abington Heights School District PA

A need for greater consistency in the teacher performance expectations held by teachers, principals, and central office administrators in the Abington Heights School District of Clarks Summit (Pennsylvania) prompted a search for and implementation of a successful staff development program aimed at teacher effectiveness. The program selected was based on learning research conducted at the University of California at Los Angeles and was observed in use in Newport News (Virginia). The version adopted in the Abington Heights district began with a 6-week-long pilot program for administrators, which was positively evaluated by participants. The program was then budgeted as a comprehensive program for the entire professional staff and named "A Program for More Effective Teaching." Trainers and previously trained teachers assist the teachers currently undergoing training through conferences and guided practice. The program emphasized improvement of four instructional skills: the selection of appropriate learning methods for students' abilities, teaching to objectives, monitoring student progress, and adjusting teaching strategies to meet changing conditions. Techniques for preparing to teach, for dealing with students, and for making effective instructional decisions are also covered. The program provides the long-term experience that seems required when new methods are to be adopted successfully. (PGD)

ED 226 132 CE 034 882

Langerman, Philip D.; And Others
Plant Closings and Layoffs: Problems Facing Urban and Rural Communities. Part I. Preventing a Plant Closing. Part II. Reducing Trauma for Displaced Workers.
Drake Univ., Des Moines, Iowa. Coll. for Continuing Education.
SPONS. AGENCY- Iowa Office for Planning and Programming, Des Moines
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Adults; *Community Action; Community Organizations; *Community Services; Employer Employee Relationship; Fringe Benefits; *Job Layoff; Retraining; Services; Social Services; *Unemployment; Unemployment Insurance; Unions
IDENTIFIERS- *Displaced Workers; *Plant Shutdown

This handbook reviews displaced worker and community experiences identify traumatic areas of concern and, thereby, to propose strategies for other communities should they face similar crises. Part 1 focuses on preventing a plant closing. Indications of plant closure are discussed as well as a pre-closure intervention model t reduce unemployment. Options for the company to pursue in eliminating the need to close are reviewed, and possible types of assistance and incentives available at each level of government are outlined. Working with unions is also considered. Part 2 addresses the reduction of trauma for displaced workers. Issues for the individual involved in the closure are first described. Research data about the displaced workers from two Des Moines, Iowa, plants are reported, and four case studies are presented. Nineteen options the company could consider to assist displaced workers are outlined One community structure to deal with plant closings and layoffs--a mayor's task force--is then discussed. Procedures in designing and implementing a task force are delineated. Materials from a Des Moines task force are included. A listing of benefits and assistanc available to displaced workers is followed by a detailed look at 10 steps in a retraining program for displaced workers. (YLB)

ED 226 257 CG 016 449

Kanner, Allen D.
Daily Hassles as Mediators of Employment/Gender Differences in Adaptational Outcomes.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adjustment (to Environment); Attribution Theory; Employee Attitudes; *Employees; Interpersonal Relationship; Job Satisfaction; Physical Health; *Psychological Patterns; *Role Conflict; *Sex Differences; Sex Role; *Stress Variables

Previous research has shown that employed men are generally healthier than employed women, due in part to the dual role of women as workers and homemakers. To examine this explanation, the impact of four types of daily hassles (minor stressful events) was compared on two adaptational outcomes, psychological symptoms and health, for working men and women. As part of a larger study, the daily hassles of 69 employed adults were assessed for 9 months. Non-overlapping subscales of the Hassles Scale were generated, i.e., practical, family, economic, and work. Quite different patterns emerged for men and women. Employed women were more affected by practical and family hassles, but less vulnerable to economic and work hassles than men, even though men and women reported the same number of family, economic, and work hassles. Results highlight the value of assessing different kinds of daily hassles in the study of stress. The Hassles and Uplifts Subscales for the four areas studied are included. (JAC)

ED 226 289 CG 016 482

Gollwitzer, Peter M.; And Others
Self Symbolizing and Self Reflection.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Aspiration; College Students; Conceptual Tempo; Foreign Countries; *Goal Orientation; Higher Education; Personality Theories; *Self Actualization; *Self Concept; Self Esteem; *Self Evaluation (Individuals); Success; *Symbolism
IDENTIFIERS- West Germany

Symbolic self-completion theory suggests that people who are committed to a certain self-definitional goal, e.g., "psychologist," "parent," "dancer," are not willing to give up this goal when facing a shortcoming. Such individuals often engage in self-symbolizing or positive self-descriptions designed to coverup the shortcoming. To examine whether it is the non-reflective condition of the self-symbolizer which allows him to report positive self-descriptions when actual evidence suggests weakness, female undergraduates (N=55) committed to various self-definitions, received or did not receive negative feedback suggesting that their personality would hinder success in their self-definitional realms. All subjects were then asked to report on their self-perceived standing within their self-definitional realms; half of the negative feedback subjects made these self-descriptions in front of a mirror. Results showed that negative feedback subjects reported more positive self-descriptions than no feedback subjects only when not facing a mirror. In addition, negative feedback-no mirror subjects showed the lowest self-report validity. The findings suggest that positive self-descriptions serving self-definitional needs are exerted in an impulsive, non-reflective manner, and that self-reflection inducing devices such as the mirror can hinder self-symbolizing. (Author/PAS)

ED 226 305 CG 016 498

Berzins, Lisa G.
Feeling Threatened Intellectually: The Role of Gender, Sex Role, Self-Esteem.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Androgyny; College Students; Evaluation Criteria; Higher Education; *Intelligence; *Self Esteem; *Sex Differences; *Sex Role; Sex Stereotypes; Social Cognition
IDENTIFIERS- *Threat

While it can be inferred from the literature that intelligent wome are often perceived differently than are intelligent men, it remains unclear which individuals are and are not threatened by intelligent men and/or women. To explore parameters affecting the perception of an intelligent other person as threatening, 202 college students were presented with written vignettes portraying a highly intelligent male (John) or female (Joan). Students were asked to rate the two on threat, likeability, admirability, and adjustment. Results showed that regardless of gender, individuals low in intellectual self-esteem (ISE) were significantly more threatened by an intellectually superior person. Men, overall, had higher ISE scores. Masculine-typed and androgynous persons were less threatened than feminine-typed and indeterminate persons. Men low in general self-esteem (GSE) were more threatened by either John or Joan. Further research is needed to determine why individuals low in ISE do not react similarly to men and to women. (JAC)

Kurth, Ruth Justine; Stromberg, Linda J.
Improving Comprehension Instruction in Elementary Classrooms.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Cooperation; Elementary Education; *Instructional Improvement; *Reading Comprehension; Reading Consultants; *Reading Instruction; *Reading Research; *Supervisory Methods; Teacher Attitudes; Teacher Behavior; Teacher Effectiveness; Teacher Improvement; *Teacher Supervision

The goals of an intervention study of formal reading instruction were to encourage teachers to incorporate more direct teaching of comprehension, to maintain a more equitable balance between time devoted to word recognition instruction and time devoted to comprehension instruction, to promote independent level reading, and to minimize the amount of time used for noninstructional activities. Subjects, nine elementary school classroom teachers of grades 2, 3, and 4, were monitored both before and after intervention to determine the type and amount of comprehension instruction they provided; the time they spent on word recognition activities, other reading activities, and noninstructional activities; and the number of students in their classes who were reading at their independent level. After the first observation, an intervention team explained the goals of the study to the subjects, observed them teaching, and helped them develop teaching strategies. Post intervention results showed improvement in all areas measured. The research was conducted within a supervision model founded on the belief that the supervision process must be based on a "no threat" relationship between supervisor and teacher, a relationship of colleagues. The researchers followed seven of the model's eight premises on teacher behavior and the supervision process, concluding that the time and effort that were required to achieve the colleague relationship may make establishing such a relationship difficult under more typical circumstances. (JL)

ED 226 398 CS 504 121

Keune, Reinhard, Ed.
Television News in a North-South Perspective.
Reports-Documents-Recommendations of the International Broadcast News Workshop (3rd, Jakarta, Indonesia, February 23-25, 1981). Mass Media Manual. Revised Edition.
PUB DATE- Feb 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Proceedings (021)
DESCRIPTIONS- *Broadcast Television; *Communications Satellites; Developing Nations; Global Approach; *Information Dissemination; Information Systems; International Organizations; *News Media; *Radio; *Telecommunications

The papers, speeches, summaries, statements, and reference material in this report deal with issues facing broadcasters throughout the world. Topics addressed by members of the Asia-Pacific Broadcasting Union (ABU) reflect recent trends in the international flow of information, satellite tariff reduction, and training schemes in the ABU region. The Arab TV News Exchange is discussed by members of the Arab States Broadcasting Union, while those from the European Broadcasting Union address the news exchange scheme of the Union (Eurovision), observations on future communications, and a plea for reasonable tariffs. Representatives from the North American National Broadcasters Association discuss such topics as the customs clearances of news gathering equipment and guidelines for television media crews travelling abroad. The concerns of the Intervision News Exchange are presented by members of the International Organization of Radio and Television. A study for television news exchanges in Africa is presented by the Union des Radiodiffusions et Television Nationales d'Afriques. Topics of Discussion by the news film agencies and satellite carriers include operations of the UPITN Satellite, the Visnews Satellite, and the Intersputnik International Space Communications System. The report concludes with workshop recommendations and reference materials such as the Tokyo recommendations on news exchange, tariffs, and training; and a document on transportable earth stations. (HOD)

ED 226 428 EA 015 354

Hearn, Norman E.
Implications of Block Grants for Small Schools: Or What Happens afte
LEAs Go "Cold-Turkey" from Federal Directives.
PUB DATE- 27 Feb 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Block Grants; Consolidated Schools; Elementary
Secondary Education; *Federal Aid; *Rural Schools; School Districts
*Small Schools; State Departments of Education; *State School
District Relationship; Student Costs
IDENTIFIERS- Education Consolidation and Improvement Act 1981; State
Aid Formulas

The consolidation of 42 federal education programs into block grants, under the Education Consolidation and Improvement Act of 1981, will have varied effects that might help or hurt rural or small schools. Legislatures and district superintendents are presently unsure what to do with the block grants, since they are used to more specific federal direction. The new law requires state formulas distributing the block grants to take into account higher-than-average-cost students (as in rural or small schools). The law provides for the states to grant money to all local education agencies (LEAs) that ask, but because overall federal aid was lowered, rural and small schools may get less total federal aid. The new law may also lead to political and financial pressures for states or LEAs to consolidate schools or districts. States may be unwilling to give small or rural LEAs the money for higher cost students. Advisory committees for state education agencies, meant to help devise the state's formula, may wield too much power, and legislators or governors may try to impose their priorities. Communication between public and private schools may increase, however. In general, unless states complicate the process, block grants will be good for rural and small schools. (RW)

ED 226 443 EA 015 370

Lines, Patricia
Some Thoughts on the Practice of Preventive Law in the Public Secto
Education Commission of the States, Denver, Colo. Law and Educatio
Center.
PUB DATE- 1 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120
DESCRIPTIONS- Attitudes; Constitutional Law; Court Judges; Court
Litigation; Lawyers; *Legal Aid; *Legal Problems; *Policy Formati
Public Agencies; *Public Policy
IDENTIFIERS- *Preventive Law

Preventive law is needed to limit the role of the courts in publ policy-making, for several reasons. The judiciary usually lacks expertise in a particular policy area, litigation is expensive and time-consuming, judicial solutions are usually too simple, and attorneys representing public agencies in the future will probably be of lower quality, since government offers lower pay than busine and fewer psychic rewards than public interest law. Hence preventi law will be an important tool in helping to keep public agencies o of court. Attorneys will probably resist preventive law because it goes against their economic interests and denies them the "valiant combat of the courtroom. Judges could help by making their opinion clearer to nonlawyers, but that is unlikely. Policy makers need to know the likely constitutionality of their legislation, so preventive law should help them. Academics need to teach preventiv law in law schools so that attorneys will know how to help in policy-making. Interest in preventive law is growing, and in the future legal education for public officials should be instituted, especially in constitutional law and statutory rights. Also, attorneys for public agencies should try to be teachers to their agencies. (RW)

ED 226 503 EA 015 456

Guthrie, James W.
Funding an Adequate Education for America's Youth: A Plan for Melding Political and Market Definitions of Educational Adequacy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 442.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Definitions; *Educational Demand; *Educational Economics; Educational Policy; Educational Supply; *Educational Vouchers; Elementary Secondary Education; *Political Attitudes; Private Education; Public Education; Public Policy; School Choice
IDENTIFIERS- *Educational Adequacy; Politics of Education

Noting that American society has conventionally relied on both the political process and the marketplace to arrive at a "definition" of adequate education, but that the political process fails to account for individual preferences while the marketplace can cater to many individual preferences, this paper attempts to combine the two processes in a way that will minimize the drawbacks of each while maximizing the strengths. Defining an adequate education politically has involved specifying adequacy of resources, processes, educational content, and outcomes, usually by state level agencies. While the system is flexible, it requires compromises and concessions. The establishment of adequate education using free market processes involves the provision of private education. Concepts allowing for public access to a publicly funded private education include unregulated voucher plans and tuition tax credits, compensatory voucher plans, and regulated vouchers. A satisfactory synthesis of the benefits of public and private education would involve providing public support for those aspects of education judged necessary (or "adequate") for the society, while permitting families free choice among public schools and the right to purchase coupons with which to secure educational experiences not mandated by the state but enabling students to attain individually defined "adequate" educations. (Author/PGD)

ED 226 119	CE 034 684

Spinal Cord Injury Project: A Project to Improve and Expand Spinal Cord Injury Services at the West Virginia Rehabilitation Center. Final Report. July 1, 1979 to June 30, 1982.

West Virginia State Dept. of Education, Charleston. Div. of Vocational Rehabilitation.

SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 30 Jun 82
GRANT- RSA-79-7/02
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adults; Educational Needs; Injuries; Medical Services; *Models; Normalization (Handicapped); *Nursing; Nursing Education; Physical Disabilities; Physical Therapy; *Program Improvement; Rehabilitation Centers; *Rehabilitation Counseling; *Rehabilitation Programs; Staff Development; Staff Utilization; Vocational Rehabilitation
IDENTIFIERS- *Spinal Cord Injuries; West Virginia Rehabilitation Center

The primary purpose of this project was to establish a structured multi-disciplinary and interdisciplinary program of services for the traumatically spinal cord injured (SCI) clients at the West Virginia Rehabilitation Center. The program, conducted from July 1, 1979 to June 30, 1982, included services ranging from physical and mental restoration to job placement and followup services. The project drew upon the existing programs, staff, and resources of the center, the field program, and the community. Additional project staff were hired to augment and strengthen existing programs as well as to address areas perceived as unmet needs. These areas included the following: patient and family education; preservice and inservice training opportunities for staff serving SCI clients; and appropriate, accessible housing. The project was able to improve the effectiveness of existing programs and staff with the addition of SCI project staff. The project presented an opportunity to assess, evaluate, recommend, and implement objectively the positive changes in all areas related to spinal cord injury services with special emphasis placed on those areas perceived as unmet needs. (KC)

ED 226 147 CE 034 947

Report from the Study Group on Rehabilitation of Clients with Specific Learning Disabilities. Institute on Rehabilitation Issues (9th, St. Louis, Missouri, June 1-3, 1982).

Arkansas State Div. of Rehabilitation Services, Little Rock.; Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Jun 82
GRANT- G008200023
AVAILABLE FROM- Publications Dept., Arkansas Rehabilitation Research and Training Center, P.O. Box 1358, Hot Springs, AR 71901 (Item No. 1188--$4.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Educational Diagnosis; Educational Resources; *Guidelines; History; Job Placement; Laws; *Learning Disabilities; Policy Formation; *Program Development; Program Implementation; *Statewide Planning; *Training Methods; Vocational Evaluation; Vocational Followup; *Vocational Rehabilitation

This document, developed by the Ninth Institute on Rehabilitation Issues Prime Study Group on Specific Learning Disabilities (SLD), is intended to provide basic information and guidelines to state agencies for implementing meaningful services to SLD clients. The publication is organized into five sections, with each section divided into objectives, a summary, a discussion, implications, and references. The first section presents an historical and philosophical review of SLD, discussing the handicapping conditions referred to as SLD, the legislation affecting this population, and efforts in vocational rehabilitation for these clients. Section 2 describes the SLD population, while section 3 discusses various administrative issues in vocational rehabilitation of SLD clients. In the fourth section, program planning for SLD clients is covered. This section contains five units detailing referral and screening of SLD clients, diagnosis and assessment of SLD clients, eligibility and severity of clients' problems, program planning, and job placement and follow-up. The final section presents tentative guidelines for rehabilitation trainers to use in planning, designing, and conducting training programs on rehabilitation of clients with SLD. Document appendixes include a list of study group members, Pennsylvania vocational rehabilitation guidelines for serving SLD, a learning disabilities checklist, a learning disabilities history form, information sources, and use of neuropsychological information. A bibliography completes the publication. (KC)

ED 226 161 CE 035 000

Communication by Design. A Public Relations Handbook.
Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Vocational Education; Communication Skills; *Display Aids; *Mass Media; Media Selection; *Pamphlets; Postsecondary Education; *Publicity; *Public Relations; Public Support; School Community Relationship; Secondary Education; Television; *Vocational Education

This handbook provides information and forms for conducting successful public relations activities for vocational education. Chapter 1 discusses the importance of planning. The research, consultation, objective, and plan design phases are covered. Chapter 2 is an original discourse on communications theory with identification of crucial elements for effectiveness, including media selection, context considerations, elements that add feeling, and motivators. A basic guide on using and preparing news releases and a short primer on media relations are provided in chapter 3. The fourth chapter is a comprehensive guide on preparing effective brochures. Measuring writing effectiveness is also considered. Chapter 5 presents basic principles and proven techniques in using displays, posters, and sign devices to promote programs. Chapter 6 lists special events with promotional value and discusses actual techniques for setting them up and conducting them. The special opportunities and pitfalls of talk shows are addressed in the next chapter. Use of public service announcements is also considered. Chapter 8 is an annotated listing of helpful books and periodicals. (YLB)

ED 226 175 CE 035 030

Jecklin, Mary Jean
An Examination of the Administrator's and the Program Planner's Roles in Program Development in Adult Education.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Role; *Adult Education; *Cooperative Planning; *Educational Planning; Job Analysis; Job Skills; *Program Development; Questionnaires; Surveys; *Teamwork
IDENTIFIERS- Minnesota (Minneapolis); Minnesota (Saint Paul); *Planners

A study examined the role of the administrator and the program planner in program development in adult education. To obtain this information, the researcher administered written questionnaires and conducted follow-up interviews with 10 administrators and 10 program planners working in the Minneapolis/St. Paul, Minnesota, metropolitan area. The questionnaire was designed to determine whether each of 80 tasks associated with program development was the responsibility of the program administrator, the program planner, or both of them. During the interviews, researchers sought information pertaining to the sharing of tasks between the two groups of professionals. Four tasks were identified by 50 percent of the respondents as being shared by administrators and program planners. These were orienting new staff; educating the public, potential clients, and staff about programs; reviewing competitive programs; and handling complaints. Although few team members acknowledged any problems when working on the same task, some did identify lack of communication and finances as problem areas. Recommendations included calls for both groups to increase their efforts to clarify their professional roles and to develop further their interpersonal skills. (MN)

ED 226 189 CE 035 076

Development. Courier No. 26.
Asian - South Pacific Bureau of Adult Education.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adult Education; Community Development; Continuing Education; *Developing Nations; *Economic Development; Educational Development; Educational Needs; Females; Futures (of Society); Lab Force Development; Needs Assessment; *Nonformal Education; Postsecondary Education; Program Development; Program Implementation; Rural Areas; *Rural Development; *School Role; Se Role; Technological Advancement; Trend Analysis
IDENTIFIERS- *Asia; India; Indonesia; *South Pacific; Thailand

This journal contains a series of articles dealing with the theme of development in Asia and rural Indonesia. Included in the journal are the following articles: "Nonformal Education in Rural Areas of Developing Countries," by members of the Rural Project Team from th Centre for Continuing Education at Australian National University; "Application of Community Development Principles in Rural Thai Communities," by Oonta Nopakun; and "Development: A Design for the 80s," by Peter Adamson. Next, the training experiences of 12 men ar women engaged in rural develoment work in Bangladesh, India, Nepal, and Sri Lanka are described. Following a fable by Olavi Junus that suggests that change does not always mean progress, an article by Joao Frank da Costa lists 12 essential elements for development. Also included are an article by John L. Woods entitled "Organizational Constraints to Implementing Development Projects;" report from the Food and Agriculture Organization (FAO) entitled "Women's Groups Spearhead Rural Development;" two group reports by members of the Asian-South Pacific Bureau of Adult Education (ASPBAE) reviewing its two-country development project in Thailand and Indonesia; and an excerpt from an article dealing with the emerging partnership between villagers and professionals in Tiloni Rajasthan India. (MN)

ED 226 203 CE 035 098

Journal of Human Services Abstracts. Volume 8, Number 1, April 1982
Aspen Systems Corp., Germantown, Md.
SPONS. AGENCY- Department of Health and Human Services, Rockville, Md. Project Share.
PUB DATE- Jan 83
CONTRACT- HHS-100-81-0052
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Work - Serials (022)
DESCRIPTIONS- Abstracts; Adolescents; Adults; Agency Cooperation; Annotated Bibliographies; Blindness; Burnout; Child Welfare; Community Organizations; *Community Services; Deafness; Disabilities; Early Parenthood; Financial Support; Health Services Hospitals; *Human Services; Information Sources; Institutional Cooperation; Money Management; Older Adults; Program Evaluation; Public Administration; *Reference Materials; Vocational Education; Youth Employment
IDENTIFIERS- *Project SHARE

This journal, published quarterly by Project SHARE, a national clearinghouse for improving the management of human services, contains 150 abstracts of documents on subjects of concern to those responsible for the planning, management, and delivery of human services. The documents abstracted in this journal are included in the Project SHARE automated database. Some of the subjects covered in the abstracts are accountability in a hospital social service department, the aged deaf, management of human service organizations, public and private sector partnerships to meet human service needs, burnout, child welfare, community organizations, contracting human services to the private sector, the elderly blind budgeting, program evaluation, funding programs, health planning, youth employment, handicapped workers, teenage pregnancy and parenthood, vocational education for the disabled, and intergovernmental cooperation. The journal is divided into four parts: the abstracts, arranged in alphabetical order by title; a list of personal and corporate authors; an alphabetical list of documents; and a subject index that lists abstracts by specific subject categories. The subject index includes cross references between conceptually related index terms and cross references from synonyms to the preferred terms. Information on how to order documents and how to submit documents also is included in the journal. (KC)

ED 226 217 CE 035 143

Learning the Teaching Trade: A Study of Vocational Teacher Training in Massachusetts.
Logos Research Institutes, Inc., Amherst, MA.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Competency Based Teacher Education; *Curriculum Development; Higher Education; Inservice Teacher Education; Postsecondary Education; Preservice Teacher Education; Program Improvement; Schools of Education; Secondary Education; Student Teaching; *Teacher Certification; *Teacher Education; Teacher Education Curriculum; *Teacher Education Programs; Teacher Qualifications; Vocational Education; *Vocational Education Teache
IDENTIFIERS- *Massachusetts

A study was conducted to determine if vocational teachers in Massachusetts are receiving enough training and the kinds of training they need to be competent in the classroom. A variety of standard data-gathering techniques were used to collect specific information from vocational teachers, colleges, local schools, and the state department that approves vocational teachers and administrators in the overall process. In addition, vocational education laws, regulations, studies, public documents, and interna educational department documents as well as literature were reviewe to place specific findings into broader policy context. Based on th study, four major conclusions were reached and recommendations were made: (1) Confusion exists about whether the vocational teacher is primarily a teacher or a tradesperson; therefore, the Massachusetts Division of Occupational Education should endorse the concept that vocational teachers are primarily teachers and secondarily tradespersons. (2) Provisional teachers are older employed adults who are not well served by the usual required preservice teacher program; therefore, a performance-based curriculum should be adopte for vocational teacher approval. (3) Strong feelings exist that practice teaching should be part of teacher training; therefore, th first year of vocational teaching should be established as an internship year. And (4) an insufficient number of qualified applicants is available in some program areas; therefore, recruitment efforts should be increased. (KC)

brief description of what the learning experience involves. Each learning experience consists of a number of activities that may include information sheets, case studies, samples, checklists, and self-checks. Optional activities are provided. The final learning experience also provides an assessment form for administrator performance evaluation by a resource person. (YLB)

ED 226 245 CE 035 242

Pfister, Linda A.; And Others
Select School Personnel. Module LT-D-1 of Category D--Personnel Management. Competency-Based Vocational Education Administrator Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-109-4
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, Athens, GA 30602 ($7.45; complete set--$151.80).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Education; Administrator Selection; Ca Studies; Competency Based Education; Competitive Selection; Counselor Selection; Higher Education; Individualized Instruction; Job Skills; Learning Activities; *Management Development; Needs Assessment; Occupational Information; *Personnel Management; *Personnel Selection; Postsecondary Education; Recruitment; School Administration; *School Personnel; Secondary Education; Staff Orientation; Teacher Selection; *Vocational Directors; Vocational Education

This module, one in a series of competency-based administrator instructional packages, focuses on a specific competency that vocational education administrators need to be successful in the area of personnel management. The purpose of the module is to provide administrators with information and practice relating to each component of the personnel selection process. An introduction provides terminal and enabling objectives, a list of resources needed, and a glossary of selected terms. The main portion of the module includes seven sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves. Each learning experience consists of a number of activities that may include information sheets, case studies, samples, checklists, and self-checks. Optional activities are provided. The final learning experience also provides an assessmen form for administrator performance evaluation by a resource person (YLB)

ED 226 274 CG 016 467

Brody, Eugene B.
Mental Health: More than the Absence of Illness.
PUB DATE- 24 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Advocacy; Civil Rights; *Global Approach; High Risk Persons; Interdisciplinary Approach; *Mental Health; *Mental Health Programs; Minority Groups; *Organizational Objectives; Program Descriptions; Quality of Life; *Voluntary Agencies; Well Being; *World Problems
IDENTIFIERS- *World Federation for Mental Health

This paper reviews in detail the history and current status of the World Federation for Mental Health (WFMH), since its beginning in 1934, as the only world-wide, voluntary, non-governmental, interdisciplinary, mental health coalition comprised of both volunteer and professional organizations as well as individual members. The relationship of the WFMH to other world health and mental health organizations is presented along with a discussion of its twin goals of education in the area of mental health, and advocacy for the rights and welfare of the mentally ill and their families. The activities and plans of the WFMH for bringing about the optimal functioning of such vulnerable populations as minorities, migrants and refugees, the elderly, victims of violence, and mothers and infants are also discussed. Differences between the positive mental health goals of this voluntary, nongovernmental organization and intergovernmental agencies are highlighted with particular reference to community responsibility, professionalism, and the centralization of authority. (Author/JAC)

ED 226 336 CS 007 012

Crismore, Avon
Problems for the Average Adult in Understanding Medical Language.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143) Information
Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Communication Problems; Communication Research;
*Comprehension; Interpersonal Communication; Language Patterns;
*Language Styles; *Medical Vocabulary; Nurses; *Physician Patient
Relationship; Physicians; *Semantics

Like legal language, medical language is a private language, a separate stratum containing some words specially defined for medica purposes, some existing only in the medical vocabulary, and some adding precision or solemnity. These characteristics often cause a breakdown in patient-doctor communication. Analysis of data obtaine from prototype definitions responses to a list of 32 medical terms showed that there was a varying amount of semantic overlap between physician or nurse and patient ranging from almost complete overlap to almost zero overlap for some medical terms. Among some of the findings were the following: (1) medical workers have a more general, more inclusive meaning than do lay people for such medical terms as fracture, colic, diabetes, and arteriosclerosis; (2) many medical terms (hypertension, stroke, obesity, prematurity) are not comprehensible at all or are barely so for certain patients, depending upon their backgrounds and experiences; (3) meanings are result of beliefs and experiences for both males and females; (4) the causes of a disease or condition are less well understood than are the symptoms and results; and (5) lay people operate on a concrete level in understanding medical meanings. In order to improve matches between physician meanings and nurse/patient meanings, physicians need to understand the impact of presuppositions, intentions, beliefs, attitudes, moods, and encyclopedic knowledge in the interpretive processes. They need to lay bare the misleading assumptions common among themselves and nurses that account for difficulties in comprehending medical terms (HOD)

ED 226 352 CS 207 352

Southard, Sherry G.
Technical Writing and Beginning ESL Students: A Workshop Approach.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *English (Second Language); *Foreign Students; Higher Education; *Language Skills; Spanish Speaking; *Teaching Methods; *Technical Writing; *Workshops
IDENTIFIERS- *Writing Workshops

Many international students who come to the United States to improve their research techniques and their written and oral presentations have little or no training in the English language. Such students might benefit from a program similar to that held at Oklahoma State University (Stillwater) in September 1981 for 12 Ecuadorian technicians. This four-session, 10-hour technical writin workshop was part of a larger program that also included intensive English language study. The workshop was team taught, but in genera an English-as-a-second-language (ESL) instructor must have proficiency in the native language of the participants, some background in linguistics and teaching English as a second language and knowledge of the field of specialization of the participants. Time constraints, the students' lack of proficiency in English, and their apparently low level of technical knowledge all affected what was covered in the workshop. Material was presented on transparencies and handouts in short units; and oral presentations were slowed down, simplified, and translated into Spanish. The results of the workshop were not quantified, but those participatin in it felt that it was beneficial to them. (JL)

ED 226 367 CS 207 374

Hays, Janice N.
The Development of Analytic Writing Abilities: A Preliminary Report.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Development; College Students; *Critical Thinking; *Developmental Stages; Higher Education; High Schools; High School Seniors; Student Development; Writing Evaluation; *Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS- *Audience Awareness

A study examined the analytic writing development of high school seniors and college students. Subjects, approximately 50 high schoo seniors and 100 college students, performed two writing tasks on th same topic, one for an audience in agreement and one for a hostile audience. About a third of the subjects made taped protocols of their writing processes. Analysis of the data stressed four areas: audience, kind of argument, multiple perspectives, and text discourse patterns. The seven composite writers at different stages of cognitive development that emerged from this analysis lie on a continuum of maturity that includes seven kinds of transitions: (1) from no awareness to high awareness of self as writer; (2) from little or no awareness to high awareness of reader; (3) from moralistic, to emotional, to logical and pragmatic argument; (4) from edict, to narrative example, to explanation, to problem solving, to argumentation; (5) from absolutist, to tentative, to firm but reasonable sense of the writer's own position; (6) from little or no attention to planning, to an excessive amount, to an efficient amount; and (7) from little or no sense of an issue's complexity, to some, to much, to too much, and back to much. (JL)

ED 226 414 EA 015 336

Lazarus, Mitchell
Evaluating Educational Programs.
American Association of School Administrators, Arlington, Va.
PUB DATE- 82
AVAILABLE FROM- Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00852; $10.95; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Achievement Tests; Educational Environment; Educational Improvement; Educational Objectives; *Educational Testing; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Guidelines; Institutional Evaluation; Minimum Competency Testing; *Program Evaluation; Statistical Analysis; Student Evaluation; Testing Problems; Test Interpretation

In eight chapters, this document offers guidelines for school administrators on evaluating schools and school programs, based on a poll of administrators and consultants. The introduction discusses the purpose of evaluation, especially school improvement, and presents a list of evaluation standards. Chapter 1 outlines steps in evaluation planning, including defining the objectives and audience, choosing techniques, and reporting results. Statistical evaluation is introduced in chapter 2, which covers statistical significance, extraneous factors, and pre- and posttests. Chapter 3 explores choosing tests appropriate for the evaluation purposes, taking note of test reliability, errors, validity, item analysis, and bias. Test administration and the elimination of environmental influences, such as the effects of physical surroundings, anxiety, and test-taking skills, are addressed in chapter 4. Chapter 5 discusses interpreting test scores and explains norm- and criterion-referenced tests, averages, percentiles, and inspection of test results. Arguments concerning minimum competency testing are summarized in chapter 6, while a number of emerging evaluation methods that eschew tests, such as qualitative assessments, videotaping, and interviews, are described in chapter 7. Chapter 8 relates evaluation to current technological trends and school improvement and accreditation. Sample evaluation policies and a glossary of 68 evaluation-related terms are appended. (RW)

ED 226 489 EA 015 442

Tron, Esther, Ed.
Adequate Education: Issues in Its Definition and Implementation. School Finance Project, Working Papers.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Court Litigation; Definitions; *Educational Economics; Educational Finance; Educational History; *Educational Objectives; Educational Philosophy; Educational Policy; *Educational Quality; Elementary Secondary Education; Equal Education; Federal Aid; *Government Role; School Role; Standards
IDENTIFIERS- *Educational Adequacy; Politics of Education

Section 1203 of the Education Amendments of 1978 mandated the undertaking of studies concerning the adequate financing of elementary and secondary education in the 1980s. Created to carry out this mandate, the School Finance Project established as one of its goals reporting to Congress on issues implicit in funding educational adequacy. Several educational authorities were asked to develop alternative definitions of educational adequacy that could be applied when assessing the adequacy of educational finance. The educational needs of regular school pupils, pupils with special needs, and preschool pupils were to be considered. The aspects of educational adequacy to be explored included the philosophical considerations implicit in definitions, the political feasibility of adopting measures of adequacy, the technical problems associated with implementing a program of educational adequacy, and the prospects for achieving adequate educational financing in the coming decade. This document presents 15 of the resulting 16 reports (the 16th published separately), written from the points of view of several educational specialties: the economics of education, law and education, educational administration, education and politics, learning and measurement, the philosophy of education, anthropology and education, and the history of education. (Author/PGD)

ED 226 105 CE 034 422

Cope, Judith Lightcap
The Development of a Process for Planning the Evaluation Component
National Adult Education Conferences.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Education; *Conferences; Educational Research; *Evaluation; Evaluation Criteria; *Evaluation Methods; *Guidelines Information Dissemination; *Planning; Reports; Standards

A process was developed for planning the evaluation component of national adult education conferences. Study activities included a literature review of conference planning documents, structured interviews with past conference chairpersons and evaluators, and analysis of documents from national adult education conferences. A set of 15 activities was identified that most past conference chairpersons and evaluators viewed as essential for the evaluation planning process. These activities were evaluation committee selection; communication between the evaluation committee and other groups; review of reports, correspondence, and minutes from past conferences; a debriefing meeting between current year's and next year's evaluators and conference chairpersons; definition of the purpose of the conference evaluation; establishment of policies, requirements, and arrangements for the evaluation committee; desig of evaluation to serve the needs of primary audiences; design of evaluation plan to include technical standards; establishment of evaluation budget; preparation of the management plan; orientation and training; the evaluation; presentation of evaluation informatio at the post-conference evaluation meeting; evaluation report preparation; and report dissemination. Other findings were that evaluation committee members often do not carry out activities; a lack of continuity from one conference to the next exists; and no policies or guidelines for evaluation planning exist. (YLB)

ED 226 258 CG 016 450

National Directory: Rape Prevention and Treatment Resources.

National Inst. of Mental Health (DHHS), Rockville, Md. National Center for the Control and Prevention of Rape.

REPORT NO.- DHHS-ADM-81-1008

PUB DATE- 81

AVAILABLE FROM- Superintendent of Documents, U.S. Government Print Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- *Community Services; *Counseling Services; *Crime Prevention; *Crisis Intervention; Delivery Systems; Human Service Medical Services; Prevention; *Rape; *Resource Materials; State Programs

This directory is a result of a 1976 study to identify rape prevention and treatment programs and resources in the United Stat and Canada. Seven hundred listings are included in this updated version. They include rape crisis centers, community mental health centers, medical facilities, government and police agencies, and individuals. The listings are arranged alphabetically by state and territory, by city and county within each state, followed by Canadian entries. Each entry contains the program title, address, telephone number, and hotline information. Services provided are described in terms of populations served, types of counseling, and other services available including liaison with other service agencies. (JAC)

ED 226 306 CG 016 499

Luszcz, Mary A.

Intergenerational Affinities: An Attitudinal Assessment.

PUB DATE- Aug 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Adolescents; Adult Development; Affective Behavior; *Age Differences; Aging (Individuals); *Attitude Measures; College Students; Higher Education; Individual Power; Interpersonal Competence; Middle Aged Adults; Older Adults; Semantic Differential

Use of a semantic differential attitude scale, such as the one developed by Rosencranz and McNevin with the three common factors of autonomy, instrumentality, and acceptability, as well as a fourth dimension interpreted by Holtzman, representing good versus poor affective integration, could potentially reveal similarities as well as differences between adolescents and the elderly, especially when viewed in relation to a middle aged group. To clarify the position of adolescents related to the elderly and the middle aged, to determine a pattern of attitudes, and to clarify the fourth or integrative dimension, undergraduates (N=150) were asked to rate attitudes toward ideal, real, and typical adolescents, middle-aged, and elderly people, using the Rosencranz and McNevin semantic differential scale. Four subscales (autonomy, instrumentality, acceptability, and integration) were assessed. Analyses of results showed that ideal types were not seen to differ on either instrumentality or autonomy. Real adolescents and middle-aged peopl were viewed as equally instrumental and more instrumental than the elderly; for the typical category, instrumentality was seen to steadily decline with increasing age. Real and typical middle-aged people were seen as more autonomous than either adolescents or elderly people. Typical types were seen as less acceptable than either real or ideal. Integration was viewed as decreasing progressively from ideal to real to typical. The results support th notion of intergenerational affinities. (Author/PAS)

ED 226 321 CS 006 984

Tierney, Robert J.
Learning from Text. Reading Education Report No. 37.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; Independent Reading; Instructional Improvement; *Metacognition; *Reading Comprehension; Reading Processes; Reading Research; *Reading Skills; Relevance (Education); Secondary Education; *Skill Development
IDENTIFIERS- *Reader Text Relationship; *Reading Strategies

Students must develop self-monitoring abilities if they are to successfully transfer knowledge and strategies they are taught to their own reading. But first, teachers must know just what this knowledge and these strategies are and how they can be presented to students. Akin to model building, reading comprehension involves a variety of behaviors and self-regulating strategies aimed at developing an interpretation that is plausible, complete, interrelated, and coherent. Studies suggest that secondary school students either lack these abilities and awarenesses or fail to use them. Other studies, however, suggest that knowledge and strategies can be successfully taught if teachers consider five things: (1) relevance--the skill or ability is worth teaching; (2) explicitness--students should be informed why, when, where, and how to use specific strategies; (3) student as informant--students should explore strategies for themselves; (4) self-regulation--students must be moved beyond situations where th depend on the teacher; and (5) application--students must be given situations that stimulate the transfer tasks to which they are expected to put these skills, strategies, and awarenesses. (JL)

ED 226 383 CS 504 103

McCroskey, James C.
Cross-Situational Consistency of the PRCA: Another View.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Communication Apprehension; Communication Research; *Interpersonal Communication; *Measurement Techniques; *Predictive Validity; Research Methodology; *Research Problems; Teachers; *Tes Validity
IDENTIFIERS- *Personal Report of Communication Apprehension

A study by Malcolm R. Parks reported in "Communication Monographs called into question the cross-situational validity of the Personal Report of Communication Apprehension (PRCA). Park's study, however, is flawed in many ways. He does not provide an adequate definition of "situation." Both the type of factor analysis he chose (orthogonal rotation) and his use of a two-factor solution for interpretation of the data reflect inaccurate assumptions. Given these problems, his study provided no real test of the cross-situational consistency of the PRCA. In fact, given the inappropriateness of Parks's design for testing the PRCA, the amoun of cross-situational consistency he observed was quite remarkable. Another study used 295 teachers and 295 of their friends as the subjects of a test of the PRCA's cross-situational validity. The teacher subjects completed PRCAs for themselves and for their friends, and then their friends completed an identical task. Result indicated that the PRCA was a cross-situationally consistent predictive instrument. (JL)

ED 226 458 EA 015 393

Faria, Roy G.
An Investigative Analysis of Conflict Management Theory and Practic
as Examined from the Operative Position of the Secondary School
Assistant Principalship.
Boston Coll., Chestnut Hill, MA. School of Education.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses -
Undetermined (040) Tests, Questionnaires, Evaluation Instruments
(160)
DESCRIPTIONS- *Administrator Attitudes; Administrator Role;
*Assistant Principals; *Conflict Resolution; Data Analysis;
Educational Research; Questionnaires; Research Methodology; Resear
Needs; Research Problems; Secondary Education
IDENTIFIERS- Sexton Bowerman Conflict Handling Scales

All secondary school assistant principals in Massachusetts were surveyed to assess the relationships between their backgrounds, training, and values and their concepts of, preparedness for, and processes for dealing with conflict situations. Data were collected through questionnaires and through the completion by the 122 survey respondents of the Sexton-Bowerman conflict handling inventory. Statistical analysis of the data revealed that the assistant principals exhibited a fairly high level of willingness to interven in conflict situations but engaged in a wide variety of interventio styles when actually intervening. Age and experience were found not to correlate with tendencies toward either the authoritarian or the eqalitarian end of the intervention style continuum. The data also failed to support the hypothesis that a direct relationship exists between willingness to intervene and intervention style. The author notes that the absence of adequate instruments restricted the research effort and urges both the development of better instrument and the extension of the research. The document includes a lengthy bibliography and appendices presenting the instruments used and tabular and graphic presentations of the study's major findings. (Author/PGD)

ED 226 473 EA 015 421

Bagin, Don; Wherry, John H.
Winning America's Commitment to Education: 10 Ways to Go.
PUB DATE- 7 Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Attitude Change; *Community Attitudes; *Community Involvement; Educational Attitudes; Elementary Secondary Education; Morale; *Public Relations; *School Community Relationship

School systems' attempts to obtain and maintain positive attitudes and strong support from the public are more likely to be successful if the 10 concepts discussed in this address are understood and followed. These concepts include making sure everyone involved knows the schools' strengths, problems, and plans for solving problems; constantly pursuing excellence in education; making sure that people's experiences with their schools are positive; and working to improve staff morale. The authors also urge educators and public relations officers to become politically involved, to take the public's concerns about discipline seriously and work to address them, and to stop fighting among themselves and start building coalitions to support quality education. The last three points are that every means available must be used to involve nonparents, that the business community must be involved in school improvement efforts, and that two-way communication must be established with all school audiences. (PGD)

ED 226 133 CE 034 905

Legacy, James W.
Classroom Discipline Recommendations for the Vocational Classroom.
PUB DATE- 7 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Attitudes; *Classroom Techniques; *Discipline; *Discipline Problems; Educational Research; High Schools; Student Attitudes; Teacher Attitudes; *Vocational Education; Vocational Education Teachers

Illinois high school vocational teachers, administrators, high school vocational students, and student teachers were surveyed to select from a list of 10 teacher courses of action the most appropriate remedy for 46 typical student-discipline problems. Questionnaire data were obtained from 36 teachers and administrators and 532 high school students. Teachers, administrators, and students agreed on the appropriate course of action for 35 classroom disturbances and disagreed 11 times. It was recommended that vocational teacher preparation programs lend greater emphasis within methods classes to the area of classroom management and discipline procedures. (Four tables are appended: rank order listing of the discipline "courses of action" by intervals, recommended frequency use of 10 classroom discipline actions, frequency of use of 10 classroom discipline courses of action, and comparison of educator and student responses to discipline actions for 46 classroom behaviors in vocational classrooms.) (YLB)

ED 226 231 CE 035 173

Who Cares? A Curriculum Policy for Caring Courses at the Initial Level.

Further Education Curriculum Review and Development Unit, London (England).

REPORT NO.- ISBN-0-85522-110-0

PUB DATE- Nov 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Career Education; Child Caregivers; *Child Care Occupations; *Course Content; *Curriculum Development; Day Care; Educational Needs; Educational Objectives; Employment Opportunitie *Health Personnel; *Home Health Aides; Occupational Home Economics Postsecondary Education; Program Design; Program Development; Publ Health; *Residential Care; Vocational Education

IDENTIFIERS- *Great Britain

This report reviews the existing provision of caring courses in Great Britain, analyzes the curriculum of such courses, identifies curriculum overlap, and suggests an alternative one-year vocational preparation course. The seven courses examined deal with maternal and child welfare, prenursing and nursery care, personal health care, family health, and community health care. Presented in the first section are data concerning the following aspects of each course: aims, content, design, entrance requirements, course origins, terminal objectives, enrollment, basis for curriculum design, assessment, moderation, and counseling and career guidance services provided. In the next section is presented an outline for one-year course that would provide much of the same vocational training as the seven courses under review but would also give enough career education and vocational preparation to enable students to formulate specific career plans and negotiate their own instructional programs. The final section, together with the eight appendixes, is devoted to the detailed aims, objectives, assessment and routes of progression that should comprise such a course. (MN)

ED 226 275 CG 016 468

Benjamin, Ludy T., Jr.; And Others
Undergraduate Psychology Laboratories: Building Them, Funding Them. Symposium.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Building Plans; *Classroom Design; College Buildings; Construction Needs; Counselor Training; *Educational Facilities Design; *Educational Finance; Higher Education; Information Source
*Laboratories; Laboratory Equipment; Program Descriptions; *Psychology

This symposium consists of four papers presented as part of the program of the American Psychological Association's Division on the Teaching of Psychology. The initial paper, by Ludy Benjamin, describes the results of a survey, conducted in 1980, of 504 psychology laboratories. It includes information on departments tha have undertaken laboratory construction and/or renovation in the past 10 years. Data are provided on the amount of money spent and the nature of the laboratories constructed. An appendix lists those departments willing to share their expertise with other departments considering similar construction. The second paper, by Clifford L. Fawl, describes the planning of the undergraduate laboratory at Nebraska Wesleyan University, a complex of 25 laboratory rooms for teaching and research. In the third paper, Henry E. Klugh describes the planning and use of the 15,000 square foot psychology laborator at Alma College. Both case histories provide suggestions about the planning and design of undergraduate laboratories. The final paper, by Charles M. Stoup, relates the results of a 1982 survey of 107 departments queried about their sources of funding, ways in which the money was spent, relative usage of the laboratories for teachin and research, and the nature of outside sources used to assist in the planning of the labs. A brief appendix lists private foundation which were reported as sources of funding. (Author/JAC)

ED 226 290 CG 016 483

Quintanar, Leo R.; Pryor, John B.
Group Diffusion of Cognitive Effort as a Determinant of Attribution.
PUB DATE- 24 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attribution Theory; *Cognitive Processes; College Students; *Diffusion (Communication); *Group Behavior; *Group Dynamics; Higher Education; Responsibility; Sex Bias; Verbs

The tendency for individuals to reduce their own efforts when others are available to respond has been called "social loafing." Social loafing has been found also to characterize collective endeavors on tasks considered cognitively efffortful. To test the hypothesis that reduced cognitive effort related to the presence of a coacting group would lead to a less systematic analysis of covariation information in forming causal attributions and a possibly greater susceptibility to salience factors, 36 undergraduates completed a 48 item questionnaire in which each item consisted of a statement of person-object relationship, i.e., like or dislike; supplemental information; and rating scales for subjects' self reports about the separate causal influences of the person and the object in the relationship. Results indicated that when a person was described as disliking an object and covariation information suggested that the object was the primary cause of the relationship, subjects who shared responsibility for the attribution task with a group were less extreme in their attributions than subjects who felt they were individually responsible. The findings suggest that group diffusion of cognitive effort is predictive of the degreee and quality of causal attributions. (Author/PAS)

ED 226 399 CS 504 122

Bridle, Mary J.; Frandsen, Kenneth D.
Consistency and Need-Fulfillment Theories as Predictors of Eye Contact Behavior in Low Self-Esteem Subjects in Response to Various Feedback Conditions.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavioral Science Research; Communication (Thought Transfer); *Communication Research; *Eye Movements; *Feedback; Higher Education; Motivation; *Need Gratification; Performance; Predictor Variables; *Reliability; *Self Esteem
IDENTIFIERS- Eye Contact

Consistency theory holds that persons are motivated to behave in ways that maintain a "steady state" cognitively and otherwise; need-fulfillment theory argues that people will act in ways that reinforce their sense of worth and enhance their self-esteem. While consistency theory predicts that low self-esteem persons will exhibit more eye contact when receiving negative feedback signals than when receiving positive feedback signals, need-fulfillment theory predicts just the reverse. Therefore, a study was conducted to test these opposing predictions. Eighty-nine subjects identified as having low self-esteem were divided into four experimental conditions in which they received combinations of positive and negative personal and performance feedback. Three data sets were generated through observation of eye contact behavior, an attitude questionnaire, and the generation of a set of variables examining whether subjects differentiated between performance and personal feedback. Analysis of eye contact data produced no statistically significant effects, while analysis of questionnaires did indicate effects for feedback. No significant effect was found for differentiating between the two types of feedback. These results provide only weak support for the eye-contact hypotheses and bring into question the choice of dependent variables. (Questionnaires used in the study are appended.) (JL)

ED 226 429 EA 015 355

Hertzke, Eugene R.
A Model Program to Reduce Paperwork at the Local Level.
PUB DATE- 26 Feb 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Agency Cooperation; Educational Administration; Elementary Secondary Education; Recordkeeping; *Records (Forms); School Districts; State Departments of Education; *State School District Relationship
IDENTIFIERS- *Paperwork Reduction; Washington

The mutual efforts of committees of the Washington Association of School Administrators (WASA), the Washington Association of School Business Officials (WASBO), and the state's Office of the Superintendent of Public Instruction (OSPI) to reduce, control, and manage the flow of paperwork to and from local school districts are reported here. In the first year of this effort the number of forms required was reduced by over one third. A formal process for coordinating the information requests of different offices was instituted. Problem areas in specific forms were analyzed, and agencies inside and outside OSPI requiring high amounts of paperwork were identified. Of particular interest was the fact that local districts created as much paperwork as did the state level agencies. The author, chairman of the WASA committee, concludes with a discussion of successes in paperwork control in his own district and with a presentation of an outline of OSPI's recommendations for local district paperwork management. (Author/PGD)

ED 226 444 EA 015 372

Pulliam, John D.
Priorities for Education in the Information Age: Living with
Computers and Learning a Living.
PUB DATE- 18 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Needs; *Educational Trends; *Futures (of
Society); Lifelong Learning; Long Range Planning; Social Change;
Social Values

Educational needs of the future must be addressed, even though projecting into the 21st century is difficult. Educators need to envision a better future and believe that people can influence that future and that the potential for world improvement is good. A vision or design for the future requires thinking about long-range possibilities rather than narrow specialties. At present, technology and development allow many to pursue human fulfillment, but the imagination needed to design an education for envisioning wider human fulfillment must come from educational leaders who are futurists themselves. However, a better future is not guaranteed, especially if the good life is defined only in materialistic terms and if there is no stimuulation for conceptualizing life on a higher plane. Future educational aims will have to be based on a wider foundation. They should include learning to learn efficiently (to keep up with changing requirements and jobs), socialization on a broader scale involving more alternatives, value formation, education beyond job training (including continuing education and preparation for leisure), renewed emphasis on general education, development of skills in evaluating ideas and materials, and education for dealing with the unknown, uncertainties, and probabilities. (RW)

ED 226 490 EA 015 443

Elam, Stanley
An Introduction to Educational Adequacy: Its Definition and Prospect
for Funding.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 442.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Definitions; *Educational Attitudes; Educational Change; Educational Finance; Educational Objectives; *Educational Quality; Educational Trends; Elementary Secondary Education; Federa
Programs; Nontraditional Education; *Standards
IDENTIFIERS- *Educational Adequacy

This essay serves as an introduction to a group of papers addressing different issues involved in developing a suitable definition of educational adequacy. After characterizing the congressional mandate underlying this series of reports, identifyin the fields represented by the reports' authors, and describing the specific questions these authorities were asked to address, the writer of this essay comments on the content of the papers. Noting that the disparity of approaches, conclusions, and recommendations represented would permit only limited generalization, he asserts that the compilation's major importance lies in its being "the first concerted effort of any agency to initiate a literature in the are of educational adequacy, where there was virtually none." Previous papers on educational adequacy have concentrated on costing schemes rather than on the broader issues treated in these documents. The author then considers a crucial difficulty in defining educational adequacy--the fact that in our well-educated society different individuals and groups demand different standards of education. According to the author, the resulting trend toward pluralism in education challenges the government to define its role in the achievement of educational adequacy soon. The essay concludes with an abstract of a study (not included in the document), to establish a definition of educational adequacy (McCarthy and Deignan). (Author/PGD)

ED 226 504 EA 015 457

Levin, H. M.; Tsang, Mun C.
Federal Grants and National Educational Policy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 442.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Block Grants; Categorical Aid; Educational Finance; *Educational Objectives; *Educational Policy; *Federal Aid; *Federal State Relationship; Government Role; Public Policy; Revenue Sharing
IDENTIFIERS- *Educational Adequacy

The impact of and justification for using federal grants to carry out national policies in education is explored in this document. The paper opens by noting that the locally-made decisions typical of our federal system of government do not always take into account such national interests as those in increasing equality of opportunity, providing for economic growth and full employment, minimizing spillover costs among states and regions, encouraging cultural and scientific progress, promoting democratic processes, and defending the nation. The paper next reviews the theoretical effects of different types of grants, focusing on assumptions about state and local fiscal behavior and about fiscal responses to federal grants, and on the characteristics of revenue sharing, general aid, and categorical, block, and matching grants. The authors then assess the potential effects of these grant types empirically, using four criteria: increases in state and local spending prompted by federal grants, the variability in response among different spending units, the potential of each grant form for promoting specific educational goals, and the extent of the associated regulations. Finally, the paper considers alternative objectives for federal grant policies and assesses the impact of the Reagan administration's "new federalism," which discards grants as an effective policy tool. (Author/PGD)

ED 226 120 CE 034 731

Driscoll, Eleanor; And Others
An Exploratory Study of Vocational Education Enrollment and Apprenticeship. Final Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Pennsylvania Research Coordinating Unit for Vocationa
Education, Harrisburg.
PUB DATE- Apr 82
CONTRACT- 83-1807
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Academic Achievement; *Apprenticeships; Educational Attainment; Educational Needs; *Education Work Relationship; Employee Attitudes; Employer Attitudes; *Enrollment Influences; Individual Characteristics; *Linking Agents; Parent Background; Parent Role; *Participant Satisfaction; Questionnaires; Secondary Education; Surveys; *Vocational Education

A study identified, measured, and evaluated factors that determine students' entrance into and progress within apprentice training programs, and made policy recommendations pertaining to linkages between vocational education and apprenticeship programs. Three different methods of assessment were used in the study. The primary instrument was a 25-item apprenticeship survey that was completed by 628 first-year apprentices--320 carpenters, 265 machinists, and 43 auto mechanics. It contained questions regarding the apprentices' personal and educational background, trade-related experiences, and sources of information on apprenticeship. In addition, telephone interviews were conducted with 49 of the original 628 respondents and personal interviews were conducted with 21 employers who employed one of the apprentices interviewed by phone. Topics covered in the phone interviews included respondents' motivations for becoming apprentices as well as their evaluations of their high school experiences. While the employer interview focused mainly on ratings of individual apprentices, it also included questions concerning apprentices in general. Based on data from the three instruments, researchers made 17 recommendations pertaining to topics such as steps students can take to gain entrance into apprenticeship programs and the educational needs of students planning to become apprentices. (MN)

ED 226 148 CE 034 951

Spear, George E.; Mocker, Donald W.
The Organizing Circumstance: Environmental Determinants in Self-Directed Learning.
Kirschner (E.J.) and Associates, Washington, D.C.; Missouri Univ., Kansas City. Center for Resource Development in Adult Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; *Adult Learning; Adults; Adult Students; *Educational Environment; Educational Research; *Environmental Influences; Independent Study; Lifelong Learning; *Nonformal Education

A qualitative analysis of adults' descriptions of their learning activities was conducted to determine those factors that organize nonformal learning but which apparently lie beyond the consciousnes of the learner. It was hypothesized that the organizing circumstanc (organizing factors external to the learner), rather than preplanning by the individual, is the directing force behind much adult nonformal learning. Nine formal and nine nonformal learners were interviewed to study their learning processes. Four major patterns surfaced repeatedly from respondents' accounts of their learning projects and provided a basis for establishing categories related to the circumstances affecting the learner. The four types were single event/anticipated learning, single event/unanticipated learning, series of events/related learning, and series of events/unrelated learning. Findings suggested five areas for additional research: effects of the setting and circumstance on structure of the learning project, effect of circumstances on learners when the educational level is controlled, varying abilitie of individuals to extract learning opportunities and resources from personal life spaces, elements in structure of nonformal learning that ought to be incorporated into formal learning to increase its effectiveness, and learners' perceptions of organization of their projects. (YLB)

ED 226 162 CE 035 001

Johnson, Diane E.
Basic Skills for Word Processing. Office Occupations Audiovisual Package. Instructor's Guide. Student Activity Packet.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 82
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Audiovisual Aids; *Audiovisual Instruction; Behavioral Objectives; Business Communication; Business Skills; Competency Based Education; Job Skills; *Learning Activities; Learning Modules *Office Occupations Education; Office Practice; Postsecondary Education; Scripts; *Teaching Methods; *Units of Study; Vocational Education; *Word Processing
IDENTIFIERS- Texas

This module contains an instructor's guide and student activity packet that are intended to accompany a slide/tape presentation on word processing. The module was developed for use in postsecondary office occupations classes in Texas. The instructor's guide includes general instructions for use in individual or group settings, the narrative for the slide/tape presentation, and specific instructions on how to use the materials. The specific instructions section contains performance objectives, suggestions for class discussion, special notes to the instructor, optional student activities, solutions for activities completed by the students, and suggestions for evaluation of the work produced. The student activity packet consists of a section on information the student must know in order to complete the activities, the performance objectives to be attained, necessary resource materials, and the activities to be completed in order to master the competencies on which the module is based. Activities include letters and other documents to be prepared on word-processing equipment. (KC)

ED 226 176 CE 035 031

Courtenay, Bradley C.; And Others
Assessing the Educational Needs of Undereducated Older Adults: A Cas
for the Service Provider.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of
Adult and Vocational Education.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adult Basic Education; *Educational Attitudes;
Educational Gerontology; *Educational Needs; Health Education; Huma
Services; Lunch Programs; Nutrition Instruction; *Older Adults;
*Professional Personnel; Teacher Attitudes
IDENTIFIERS- Georgia

In order to determine the actual and perceived needs of undereducated older adults, a study was conducted: (1) to determine and compare the perceived educational needs of older adults using a sample of older individuals, adult basic education (ABE) teachers, and nutrition site directors; and (2) to compare the primary identified educational needs of a sample of undereducated adults with the experts' perception that adult basic education is the most significant need of such a group. Data were gathered from 505 older adults (aged 60 and over), 145 nutrition directors (66 percent return), and 482 ABE teachers (19 percent return), using questionnaires about learning needs of older adults and demographic data. Analysis of the data gathered led to several conclusions. First, the reading interests of older adults are as diverse as the population. Second, significant differences exist between the perceptions of educational needs of older adults by older adults an by the professionals in the field. A third conclusion is that, of the two professional groups in this study, nutrition directors were in greater consensus with the older adults. A fourth result of the study is that health is of primary importance to undereducated olde adults, while the final conclusion is that these persons do not see ABE as a primary educational need. These conclusions should be considered by those who plan educational experiences for older adults; perhaps they should consider integrating ABE in health education classes. (KC)

ED 226 190 CE 035 077

Curriculum Resources. Resources in Vocational Education, Volume 15 Number 1.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; Adult Basic Education; Adult Education; Agricultural Education; Bilingual Education; Competency Based Education; Continuing Education; Curriculum Guides; Educational Administration; Educational Needs; Educational Objectives; Educational Philosophy; Educational Planning; *Educational Practices; Educational Research; *Educational Resources; *Educational Trends; Instructional Materials; Job Training; Postsecondary Education; Program Development; Program Effectivene Program Implementation; Secondary Education; Skilled Occupations; *Technical Education; Technical Occupations; *Vocational Educatio
IDENTIFIERS- ERIC Clearinghouse on Adult Career Vocational Educ

This volume consists of resumes of vocational and technical education curriculum products that were selected by the ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACV for inclusion in the July 1981 through June 1982 issues of "Resources in Education." Among the major types of documents abstracted are curriculum guides, research and technical reports, administrator guides, dissertations and theses, conference reports literature reviews, state-of-the-art papers, journals, legal and regulatory materials, statistical data, position papers, essays, program descriptions, feasibility studies, bibliographies, directories, conference papers, and tests. Each resume contains an ERIC accession number, an author and title listing, information concerning the time and place of publication, a publication type classification code, information concerning the availability of th document, descriptors, identifiers, and an abstract. Three indexes--a subject index, an author index, and an institution index--are provided. Also included in this issue are listings of t six curriculum coordination centers and publications provided by t centers, descriptions of the curriculum centers and labs throughou the country, a listing of curriculum-related organizations at the national level, sources of audiovisual information and materials, and a brief bibliography of curriculum publications available from federal agencies. (MN)

ED 226 204 CE 035 099

Selman, Gordon R.
Roby Kidd and the Canadian Association for Adult Education 1951-196
Occasional Papers in Continuing Education, Number 22.
British Columbia Univ., Vancouver. Centre for Continuing Education.
PUB DATE- Dec 82
AVAILABLE FROM- Centre for Continuing Education, the University of
British Columbia, Vancouver, BC, Canada V6T 2A4 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120
DESCRIPTIONS- *Adult Education; Adult Programs; Adults; *Education
Development; *Educational History; Educational Innovation;
Educational Planning; *Educational Trends; *Professional
Associations; Program Development
IDENTIFIERS- Canada; *Canadian Association for Adult Education; *K
(J Robbins)

As director of the Canadian Association for Adult Education (CAA from 1951-1961, Roby Kidd led the movement for increased recognitio of adult education in Canada. During his tenure, the association continued its major citizenship education projects (Farm and Citizens' Forum and the Joint Planning Commission), carried out ma other programs in the citizenship education field, and promoted informed citizenship through the Commission for Continuous Learnin and the National Commission on the Indian Canadian. Another of Kidd's priorities was the improvement of practice in adult education. His efforts in this cause took two main forms, the advancement of research and professional training and experimentation with new forms of organization, methods, and materials. Kidd also attached priority to helping adult education serve more effectively a number of special groups in the populatio such as the labor movement, older persons, women, single persons, immigrants, prison inmates, and native people. One of the most striking features of Kidd's leadership was his involvement in international dimensions of the field. But Kidd's priority task in those years was developing the CAAE into an increasingly useful pa of the adult educational movement. His growing prominence, at home and abroad, brought credit to the association and his many persona accomplishments as scholar, teacher, organizer, and international leader increased the CAAE's effectiveness and worked to the benefi of both the association and the adult educational movement as a whole. (KC)

recruitment efforts should be increased. (KC)

ED 226 218 CE 035 145

Sade, Patricia A.
Model Competency-Based Instruction Project 1981-1982.
Springfield Public Schools, MO.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.; Missouri State Div. of Manpower and Training, Jefferson City.
PUB DATE- 1 Aug 82
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Auto Mechanics; Basic Skills; Behavioral Objectives; Clerical Occupations; Competence; *Competency Based Education; *Curriculum Development; Curriculum Guides; Food Service; Instructional Materials; Learning Activities; *Lesson Plans; *Material Development; *Models; Office Occupations Education; Postsecondary Education; Secondary Education; Teaching Methods; Tes Items; Units of Study; *Vocational Education; Welding
IDENTIFIERS- Comprehensive Employment and Training Act; Springfield Public Schools MO

As an illustration of competency-based instruction in action, this publication contains a curriculum guide, sample lesson plans, and an explanation of how these materials were derived and implemented in a public school district Comprehensive Employment and Training Act vocational education program in Springfield, Missouri. The model contains a complete job description, task analysis, and instructional analysis for five skill areas plus the supplemental basic skill areas provided by tutors. Representative lesson plans for each of the skill areas are: auto mechanics, clerical, diesel mechanics, food service, and welding. The tutoring lesson plans cover basic instruction in English and mathematics. These lesson plans include lesson titles, student learning objectives, supplementary teaching/learning tools and materials, information sources, references, learning activities, and evaluation items. The model lesson plans include several types of instructional approaches, such as lecture, demonstration, and student participation. (KC)

ED 226 259 CG 016 451

Olson, Dawn R.
Family Structure and Social Influence.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cohort Analysis; Divorce; *Family Influence; Family Structure; Junior High Schools; Junior High School Students; *Nuclear Family; *One Parent Family; *Parent Child Relationship; *Peer Influence; Socialization; Student Attitudes

Regardless of family form, there is a universal belief that one's family is the most powerful agent of socialization. A sample of 38 junior high school students from single parent and nuclear families completed a questionnaire in order to examine the relative effects of peer influence and family influence in single parent and nuclear families. Results showed that children from both nuclear and single parent families are more influenced by parents than by peers. The findings indicate that regardless of the emotional upheaval of divorce parental influence in single parent and nuclear families is similar. Further research is needed to investigate changing parental influence immediately following divorce, since it is possible that there is less parental influence during the 2-year peak period after divorce and that influence is restored as time passes. (JAC)

ED 226 337 CS 007 013

Losa, J. W.; And Others
Readability Grade Levels of Selected Navy Technical School Curricu
Focus on the Trained Person.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
REPORT NO.- TAEG-TM-83-2
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Curriculum Development; *Instructional Materials; Military Personnel; *Military Training; *Readability; Reading Achievement; Reading Materials; *Reading Research; *Technical Education; Textbook Evaluation
IDENTIFIERS- *Naval Training; Navy

The U.S. Navy conducted a study to determine the readability gr
level of materials used in its technical training schools curricul
as a basis for (1) establishing minimal reading competencies for those schools, (2) identifying problem textual materials used in those schools, and (3) choosing additional school curricula for readability analysis. Selection of schools used in the study was based on annual completion, percent of students set back, and withdrawal for academic reasons. The readability analyses were obtained using the Computer Readability Editing System (CRES) and calculated with the Flesch-Kincaid readability formula. The result
indicated that the electronics technician curriculum had the most difficult readability grade level, 12.6. The least difficult cours
machinery repairman, was found to have a readability grade level o
8.1. The electronics technician curriculum also had the highest percentage of setbacks and the third highest percentage of academ
attrition of the 11 courses studied. The fact that the mean readability grade level of the 11 sampled courses correlated positively with setback rates indicated that readability may be contributing to the setback problem. Based on these results, it w
recommended that readability grade level standards be set to matc
the mean reading ability of the intended reader and that the CRES
used to assess and improve all technical curriculum materials. (H

ED 226 353 CS 207 353

Loeb, Helen M.
Answering Industry's Needs: An Internship Training Program for Technical Writers.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Evening Programs; Higher Education; *Internship Programs; *Job Skills; Program Content; Program Descriptions; *Programing; Skill Development; Skills; *Technical Writing; *Work Experience Programs; Writing Skills
IDENTIFIERS- Computer Industry

Northeastern University (Boston) offers an internship program to train technical writers for the computer industry. The program is designed for 20 individuals with bachelor's degrees and writing experience. Students attend classes at night, taking one computer science course and one graduate level writing course per academic quarter. The computer science courses are taught by faculty member of the math department and include basic computer languages and an internship. The sequence of writing courses includes writing operating instructions and a programing reference manual. Students in paid internships as technical writers or editors work 30 to 40 hours per week, while attending classes at night. Although the initial response to the program was positive, the majority of companies contacted expressed reservations about taking interns, citing among other reasons the time required to bring a new person "up to speed." Problems inherent to an internship program include (1) unqualified applicants; (2) the paradox that a quality intern may be hired full time, thus eliminating a future internship opening; and (3) industry's need for more practical training programs but its capacity to hire only a fraction of the resulting graduates. Careful selection of applicants, faculty and administrator liaisons to industry, and a firm industry commitment to the program can help eliminate possible problems and keep the internship concept sound. (HTH)

ED 226 368 CS 207 376

Comprone, Joseph J.
Teaching Writing in the Condition of Secondary Orality.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052) Speeches, Conference Papers,
"Papers Presented at..." (150)
DESCRIPTIONS- Cultural Influences; Elementary Secondary Education;
Oral History; *Oral Language; Student Attitudes; Teacher Role;
*Verbal Communication; Writing (Composition); *Writing Instruction
*Writing Processes; *Written Language
IDENTIFIERS- *Orality

Today's students are presented with a confusing perspective on
writing that, on the one hand, defines the production of a written
text as an act that simply transcribes thoughts and, on the other
hand, defines writing as in and of itself an act of knowing.
Teachers confound the student writer's schizophrenia by reinforcing
the "product" approach to writing. Furthermore, because today's
students are influenced and shaped by oral contexts, the emphasis o
a print culture creates incredible stress and tension in the
individual composer. Writing remains, however, the primary means of
retaining self-conscious control over cognitive processes in a worl
of secondary orality. The act of writing is the process that enable
inner speech and oral dialogue to synthesize. Writing becomes the
means of structuring the spoken word so that it can recapture the
authority it once had in primary oral cultures. The contrasts
between oral and written media are central to the problems of
teaching writing today. Students must be taught to use writing to
explore and know about their own ideas and feelings. Students shoul
see the process of revision as part of the writing-talking
relationship. In the process of composing, students must come to
realize how their inner speech naturally connects with the culture'
general written record. Only then will the habit of private, inner
speech, that in a highly literate culture is actually learned in
earliest childhood, become a positive and useful way of maintaining
individual perspective in a world of often disembodied oral voices.
(HOD)

ED 226 384 CS 504 104

Crawford, John E.
Using Undergraduate TA's in the Basic Course.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Course Content; Course Descriptions; Grading; Higher Education; *Instructional Innovation; *Speech Communication; *Speec Instruction; *Teaching Assistants; Teaching Methods; Undergraduate Students
IDENTIFIERS- Arizona State University

Three innovations combine to make it possible for Arizona State University to move 1,600 students a year through a performance based communication course with no expense but the salary of a single faculty member. Apart from the obvious economic benefits, the mass lecture/small group breakdown format assures that the student will receive an academically sound introduction to the field of communication, and the course design permits a standardized public speaking experience that improves both the form and the substance of student performances. This is possible because undergraduate teaching assistants are selected on the basis of having been superior students in the course during the prior semesters; therefore, the best students are recycled back into the course as TAs. The primary disadvantage lies in the grading, since the influence of the TA upon a student's grade must be kept to a minimum, and only the course director determines the final rank-ordering of the student speeches and then assigns grades to the individual students. The three innovations that must be included in the system to make the use of undergraduate TAs practicable are (1) a contiguous lecture breakdown schedule, (2) a personalized text-syllabus-workbook publication, and (3) a "classroom apprenticeship" course to serve as a vehicle for giving the TAs academic credit as payment for their service to the course. (A sample course calendar is included.) (HTH)

ED 226 415 EA 015 339

Benedict, Kennette M.
Interest Groups, Social Movements, and the Bureaucracy: School Politics in Illinois.

PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Activism; *Administrator Attitudes; *Administrator Role; Case Studies; Censorship; Citizen Participation; Conflict; Demonstrations (Civil); Elementary Secondary Education; Organizations (Groups); Political Issues; *Superintendents
IDENTIFIERS- Conservatism; Extremism; *Interest Groups

Right-wing protests in four suburban Illinois school districts are analyzed in this paper. Two questions are asked: How do administrative organizations respond to protest from extremist groups? Under what conditions do administrators acquiesce to protestors' demands? Three major findings emerged. The first was that the more uncertainty administrators experience in dealing with protest groups, the more likely they are to recommend actions satisfying protestors' demands. Related to administrators' sense of uncertainty are the nature of the issue, administrators' understanding of protestor motivation, the length of successful experience with the materials being challenged, confidence in the teaching and administrative staff, and experience with similar right-wing conflicts. Information gathering that linked protest to large organized protest groups only increased uncertainty because of the unpredictable nature of such groups. The second finding to emerge was that the more community meetings held about the issue, the less likely are administrators to recommend actions satisfying protestors' demands. More meetings offered opportunities for citizen defense of the challenged school policies. The final finding was that the more time and effort spent on the process of protest and response, the more likely are school officials to recommend actions satisfying protestors' demands. (Author/JM)

ED 226 106 CE 034 423

Adult Basic Education and the Welfare Roles: An Economic and Social Alternative.

Pennsylvania Association for Adult Continuing Education, Harrisburg PA.

PUB DATE- Dec 81

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Adult Basic Education; Adult Literacy; Adult Progra *Economic Development; Economic Progress; Federal Aid; *Financial Support; Grants; *High School Equivalency Programs; Illiteracy; *Models; State Aid; State Federal Aid; *Welfare Recipients; Welfar Services

IDENTIFIERS- *Pennsylvania

In Pennsylvania where 30 percent of the adult population is functionally illiterate and another 24 percent has only marginal competence, no state funds are appropriated for adult basic education and general educational development (ABE/GED) programs. All programs are supported by federal aid. Information shows that economic revitalization and a reduction in welfare rolls is linked to existing ABE/GED programs. An investment in ABE/GED is one part of the solution to Pennsylvania's economic and social problems. A proposed funding model for ABE/GED programs is predicated on the current federal funding base. Allocation of funds is linked to the removal of students from the public welfare rolls. For the first 2 years, state support should equal welfare dollars saved during the previous year as a result of ABE/GED programs. Funding for subsequent years would be based on the number of individuals who were welfare recipients and ABE/GED students simultaneously and wh gained employment during the year following program completion. Th Department of Education would administer the state allocation. Grants to local projects would be awarded on the basis of potentia (1) reduction or prevention of welfare payments, (2) improvement o the labor pool and diversification of the economic base, and (3) integration of other funds and services. (YLB)

ED 226 134 CE 034 909

Lyons, Paul R.; DeCarlo, James F.
An Exploratory Analysis of Job and Life Satisfaction among Entrepreneurs.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Comparative Analysis; *Entrepreneurship; *Females; Income; Interpersonal Relationship; *Job Satisfaction; Life Satisfaction; *Nurses; Research Design; Research Needs; Supervisors
IDENTIFIERS- *Job Descriptive Index; Maryland; New Jersey; Pennsylvania; West Virginia

An exploratory study examined the job and life satisfaction of a sample of 32 female entrepreneurs residing in the tri-state area of Maryland, Pennsylvania, and West Virginia. To compare the entrepreneurs' concepts of life and job satisfaction to those of women in more traditional occupations, researchers also studied a sample of 32 female nursing supervisors from three hospitals in New Jersey and Maryland. The researchers administered the work, people, and pay scales of the Job Description Index (JDI) to both groups. While the entrepreneurs scored higher than the nursing supervisors on the work and people scales of the JDI, they scored lower on the pay scale. In addition, the entrepreneurs scored higher than the nursing supervisors on the global measures of job and life satisfaction, although the mean differences on these items were not significant. Based on their findings, researchers called for additional research to arrive at more definitive statements concerning the nature of relationships between job satisfaction and life satisfaction among entrepreneurs. More specifically, they suggested that future research efforts use a larger sample of female entrepreneurs, employ a measure to screen for success, and utilize a longitudinal approach. (MN)

ED 226 232 CE 035 189

National Apprenticeship and Training Standards for Optical Technician (Contact Lens Technician). Revised.

Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- *Allied Health Occupations; *Apprenticeships; *Employment Practices; Federal Legislation; Federal Regulation; *Health Services; Labor Legislation; Labor Standards; *Optometry; Postsecondary Education; Standards

IDENTIFIERS- *Contact Lenses; National Standards; *Optical Technicians

These national standards are intended to serve as a guide for the establishment of thorough and complete apprenticeship programs to produce trained optical technicians (contact lens technicians). Covered in the individual sections are the following topics: definitions, qualifications for apprenticeship, credit for previous experience, continuity of employment, apprenticeship agreements, terms of apprenticeship, probationary periods, ratio, responsibilities of apprentices, supervisors, progress evaluation, hours of employment, related technical instruction, certificates of completion, modification of policy, the recommended minimum apprentice wage scale, safety, training and educational objectives, supplemental educational courses, work experience schedules, and related instruction. (MN)

ED 226 246 CE 035 243

Greer, David R.; And Others

Manage School Personnel Affairs. Module LT-D-4 of Category D--Personnel Management. Competency-Based Vocational Education Administrator Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.

REPORT NO.- ISBN-0-89606-116-7

PUB DATE- 83

AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, Athens, GA 30602 ($6.00; complete set--$151.80).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- *Administrator Education; Case Studies; Competency Based Education; Dismissal (Personnel); Fringe Benefits; Grievance Procedures; Higher Education; Individualized Instruction; Job Skills; Learning Activities; *Management Development; Personnel Data; *Personnel Management; Personnel Policy; Postsecondary Education; School Administration; *School Personnel; Secondary Education; *Vocational Directors; Vocational Education

This module, one in a series of competency-based administrator instructional packages, focuses on a specific competency that vocational education administrators need to be successful in the area of personnel management. The purpose of the module is to help administrators develop skills for training staff about procedures, maintaining personnel records, preventing or swiftly handling grievances, administering fringe benefits, and monitoring staff absences. An introduction provides terminal and enabling objectives a list of resources needed, and a glossary of selected terms. The main portion of the module includes four sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description o what the learning experience involves. Each learning experience consists of a number of activities that may include information sheets, case studies, samples, checklists, and self-checks. Optiona activities are provided. The final learning experience also provide an assessment form for administrator performance evaluation by a resource person. (YLB)

ED 226 291 CG 016 484

Brady, Mary Louise, Comp.
Domestic Violence and Child Abuse: A Selective Bibliography.
Bibliography Series Eight.
California Polytechnic State Univ., San Luis Obispo. Library.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Battered Women; *Child Abuse; *Child Neglect; *Famil
Counseling; Family Problems; Foster Care; Infants; Older Adults;
Parent Child Relationship; School Role; Violence
IDENTIFIERS- *Elder Abuse; *Family Violence

This selective bibliography contains information on material dealing with domestic violence in the home with a special emphasis on child abuse, that may be obtained in the Robert E. Kennedy Library at California Polytechnic University. The bibliography is divided according to different forms of abuse, e.g., emotional chil abuse, incest/sexual abuse and elder and wife abuse. Sections on counseling and treatment, shelters, foster homes, the role of the school, and measurement tools as well as a section on children's literature are included. Both print and non-print materials are listed, with emphasis on books and journal articles. The informatio dates from 1976-1982, and is organized alphabetically by author or title within each section. The bibliography also presents a list of organizations concerned with family violence and a selected list of printed abstracts, e.g., Psychological Abstracts, Sage Family Studies Abstracts, and journals which cover the issues of abuse and family violence. (Author/PAS)

ED 226 307 CG 016 500

Leary, Mark R.
Problems with the Construct and Measurement of Social Anxiety.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Anxiety; *Concept Formation; Counseling; Interperson Competence; *Measurement Techniques; *Research Methodology; Social Behavior; Social Cognition; State of the Art Reviews; Stress Variables
IDENTIFIERS- *Social Anxiety

There has been little agreement regarding appropriate definitions of social anxiety. Many existing definitions are conceptually problematic and these problems have had serious methodological implications. Social anxiety may be defined as anxiety resulting from the prospect or presence of interpersonal evaluation in real c imagined social settings. While it may seem tautological to define anxiety as anxiety, previous definitions have behavioral responses as defining characteristics of social anxiety. Since there is not a close or necessary relationship between social anxiety and interpersonal behavior (many people are able to maintain a false composure in spite of subjectively experiencing anxiety), these concepts should be defined independently and their relationship empirically established. In addition to conceptual problems, definitions of social anxiety based on specific behaviors raise methodological and measurement issues. Since social anxiety and behavior are not perfectly correlated, questions about respondents' behaviors as measures of anxiety levels are ineffective. To combat this problem, a self-report measure of social anxiousness with iter assessing subjectively experienced anxiety, not behaviors, has been developed; the measure includes two subscales, one for face-to-face social anxiety (interaction anxiousness) and one for anxiety experienced in contingent encounters (audience anxiousness). The scales have been shown to possess high inter-item and test-retest reliability. (A copy of this Social Anxiousness Scale is appended.) (MCF)

ED 226 322 CS 006 987

Lee, Joyce
Have We Taught Them to Read at the Expense of Teaching Them to Writ
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Secondary Education; Federal Programs; *Integrated Activities; Reading Instruction; Reading Skills; *Remedial Instruction; Remedial Programs; *Teaching Methods; *Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- *Reading Writing Relationship

Because students in remedial classes often become better readers without becoming better writers, a year-long experimental "change o focus" in a Title I remedial program attempted to close this gap by placing a greater emphasis on overcoming writing skill deficits the on overcoming reading skill deficits. To address teacher concerns while simultaneously stimulating student interest, a five-part letter in a private diary format and a six-step formula for answering questions in complete sentence form were used as the basi for instruction. The six steps involved the following: (1) reading the question, (2) crossing out the question word, (3) finding a goo "starting word," (4) underlining some of the words from the questic that could be used in the answer, (5) changing personal pronouns ar other words that did not make sense, and (6) writing out the answer These "no fail" strategies not only started the students writing, they provided a structure that kept them writing. Bad misspellings were unacceptable, but "good" misspellings were rewarded. Once students could construct clear, concise, literate topic sentences, the daily writing requirement was increased to include one development sentence built on the same pattern as the topic sentence. Three sentence paragraphs were reached by midyear. Carefully paired sentences designed to elicit comparison-contrast compositions were then used to stimulate "real," quality compositions. (JL)

ED 226 459 EA 015 404

Managing the Schools of the Future--Focus on Principals. Proceedings of the Commonwealth Council for Educational Administration Regional Conference (4th, Nicosia, Cyprus, January 1980).

Commonwealth Council for Educational Administration, Armidale (Australia).; Cyprus Educational Administration Society, Nicosia.

PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Books (010) Collected Works - Proceedings (021)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrator Role; Change Strategies; Computers; Curriculum Development; Deafness; *Educational Administration; Educational Assessment; Educational Change; Educational History; Educational Research; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Formative Evaluation; *Futures (of Society); *Leadership; Measures (Individuals); National Programs; *Principals; Professional Development; Research Methodology; Self Evaluation (Groups); Technological Advancement
IDENTIFIERS- Commonwealth Council for Educ Administration; *Cyprus; India; Nigeria; Third World

The Fourth Regional Conference of the Commonwealth Council for Educational Administration, held in Nicosia, Cyprus, in January 1980, focused on the possible impact of foreseeable changes in educaiton on the school administrator's role. The 16 papers presented (published in this volume) addressed the development of Cyprus's dual educational system; the history and character of Nigeria's educational system; models of change, barriers to change, change strategies, and the principal's role in change; currently needed administrative competencies; the likely nature of the principalship in the year 2000; the monitoring of school performance in the future, with particular reference to the Eastern Caribbean; the characteristics of the principalship in India; the impact of computers on educational administration; the rehabilitation of the deaf in Cyprus; educational management theory and the requirements of educational management programs for principals; factors in the development of a scale for measuring principals' leadership styles and their effects; the concept of managerial discretion in the context of school system rules structures; leadership qualities needed in administrators and education officials as perceived by teachers in Cyprus; curriculum planning for primary education in Cyprus; self evaluation strategies for schools; and professional development for teachers and administrators. (PGD)

ED 226 474 EA 015 422

Silver, Harvey A.
Performance Appraisal Is Based on Five Major Assumptions.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Behavior Change; Employer Employee Relationship; *Evaluation Methods; Formative Evaluation; Interpersonal Communication; Interviews; Job Performance; Motivation; *Personnel Evaluation; *Personnel Management
IDENTIFIERS- *Performance Appraisal

This review of the performance appraisal process discusses the major assumptions on which performance appraisal is based, the general goals of performance appraisal, and the characteristics of effective performance appraisal programs. The author stresses the dependence of the process on the assumption that human behavior can be changed; he emphasizes that the focus of the process must be on employee behavior rather than personality and that the importance of open, two-way communication between employer and employee cannot be overlooked. The report presents guidelines to assist managers conducting appraisal interviews, lists activities and behaviors that contribute positively or negatively to performance appraisal efforts, and offers a five-step program for conducting the appraisal process. (PGD)

ED 226 276 CG 016 469

Grinstead, Olga A.
Behavioral Treatment Approaches to Prevent Weight Gain Following Smoking Cessation.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adults; Behavior Change; *Behavior Modification; *Bo Weight; Counseling Effectiveness; *Counseling Techniques; Learning Activities; Motivation; Prevention; *Smoking; Social Support Group

Personality and physiological, cognitive, and environmental facto have all been suggested as critical variables in smoking cessation and relapse. Weight gain and the fear of weight gain after smoking cessation may also prevent many smokers from quitting. A sample of 45 adult smokers participated in a study in which three levels of preventive weight control intervention (weight control discussion; discussion with monitoring of eating habits; and discussion, monitoring, and homework exercises), combined with smoking control treatment, were compared for effectiveness in producing smoking cessation and preventing weight gain during and following treatment Results showed all participants indicated a posttreatment abstinenc rate of 43%, a percentage lower than that found in previous studies No signficant differences were found between the three treatment conditions in percentage of participants abstinent at 1 and 6 month posttreatment. A significant treatment effect was found for the intermediate treatment group which showed a 50% abstinence rate at months posttreatment, compared to 15% and 29% for the other groups Treatment condition was not found to affect body weight. Although treatment manipulation was expected to affect body weight, the absence of weight differences between groups may be related to the structure and social support the treatment groups provided to participants. (JAC)

ED 226 400 EA 014 696

Design Guide for Barrier-Free Schools.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 82
AVAILABLE FROM- UNIPUB, 1180 Avenue of the Americas, New York, NY 10036 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accessibility (for Disabled); *Disabilities; *Educational Facilities Design; Elementary Secondary Education; *Facility Guidelines; *Facility Requirements; Foreign Countries; Higher Education
IDENTIFIERS- Thailand (Bangkok)

Drawings, accompanied by text and recommended measurements, illustrate school building requirements necessary for handicapped persons to enter, leave, and circulate in buildings without assistance. The information is intended to be used in the design of new buildings and the remodeling of existing facilities. General design information covers the topics of reach dimension, circulation space, wheel chair data, and hazards. More specific information concerns planted trees, gardens, recommended surfaces of walks and floors, footways, ramping of sidewalks, access, entrances and doorways, corridors, long ramps, stairs, handrails, doors, latrines, and lighting and acoustics. (MLF)

ED 226 430 EA 015 356

Pusey, Robert H.
Coal Utilization in Schools: Issues and Answers.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Coal; *Cost Effectiveness; Elementary Secondary Education; Fuel Consumption; *Heating; *Life Cycle Costing; Public Schools

Coal, at one-third the cost of natural gas and one-fifth the cost of oil, is our cheapest source of energy and is also in abundant supply. Because of significant technological advances, coal-fired equipment now approaches the clean and automatic operational characteristics of gas- and oil-fired boilers. For these reasons, and because schools are eligible for loans and grants from the federal government to finance coal conversions, coal has many advantages for public schools. However, coal conversions are subject to a number of site-specific variables that should be considered. Since coal prices vary with quality, different coals should be compared on the basis of the heating value obtained per dollar. Available coal supplies should be evaluated in conjunction with the selection of stoker equipment and transportation factors. Coal price is also affected by the size of the shipment; therefore, cooperative purchases should be considered. In addition, space allocations for receiving and storing coal and arrangements for ash removal need to be made. Examples of an actual conversion and of a planned conversion illustrate the economics of coal utilization. (MLF)

ED 226 445 EA 015 373

Moore, Mary T.; And Others
Finetuning Special Education Finance: A Guide for State Policymakers
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
Educational Policy and Organization Program.
PUB DATE- Jul 82
CONTRACT- 400-80-0041
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTIONS- Ancillary School Services; *Disabilities; Elementary
Secondary Education; Eligibility; *Financial Support; Income; Polic
Formation; *Program Costs; *Special Education; State Aid; *State
Programs; Tables (Data)
IDENTIFIERS- *State Aid Formulas

To assist state policy makers concerning elementary and secondary special education, this handbook assembles information on what states have experienced and what research has found about special education funding, cost and service changes, and funding source management. Chapter 1 considers defining student eligibility for special education, including the characteristics of handicapped children, ages for eligibility, estimates of the number of disabled children, and four strategies for clarifying eligibility boundaries In chapter 2 the authors outline the range of special education services and discuss (1) state policies on reimbursement, assessment, class size, and school year length; (2) state definitions of related services; (3) legal opinions on state policies; (4) special education effectiveness; and (5) five strategies for clarifying the range of services. Chapter 3, on special education costs, suggests weighing the costs of programs, policies, and factors affecting costs (such as population or salary changes) and getting adequate cost information. Revenue sources are considered in chapter 4, including state, local, federal, and private funds, policy considerations, and the structure of state aid. Chapter 5 examines six types of financial formulas used by states, reviews criteria for assessing formulas, and notes formulas strengths and weaknesses. Eight appendices present further data and discuss definitions and legal issues. (RW)

ED 226 505 EA 015 458

Estes, Nolan
Educational Adequacy for the 1980s and Beyond.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 442.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Finance; *Educational Needs; *Educational Objectives; Educational Policy; Educational Trends; Elementary Secondary Education; Federal Government; *Futures (of Society); *Government Role; Lifelong Learning; Sociocultural Patterns
IDENTIFIERS- *Educational Adequacy

Some of the more generally accepted forecasts of future developments in American society are set down in this paper as the foundation for a discussion of the educational objectives that will prove most important during years to come. The document identifies several trends: in world social attitudes, in population growth and shifts, and in the environment and the availability of material resources. Environmental changes specifically affecting education and concepts of educational adequacy in the areas of governance, learner needs, the relationship between the home and the school, lifelong learning, and technological developments are particularly emphasized. The author then lists 10 high priority program needs for adequate future schools, clarifies the federal role in meeting those needs, and presents guidelines for financing them adequately. The goals include providing optional preschool instruction and 13 years of mandatory general education for all children; offering programs to develop citizenship skills, relevant vocational education, ecological awareness, and lifelong learning behaviors; and expanding continuing education, grassroots governance systems, home-school relationships, and school improvement through the utilization of new technological developments. (Author/PGD)

ED 226 121 CE 034 772

Adams, William H.; Bielicki, Raymond J.
Transition to Non-Categorical Vocational Training That Utilizes
Computer Assisted Educational Intervention and Nontraditional Chil
Study Team Functions.
PUB DATE- 4 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Computer Assisted Instruction; County Programs;
*Individualized Education Programs; Individual Needs; *Models;
Program Descriptions; Program Design; Program Development; School
Districts; Special Education; *Student Evaluation; *Student
Placement; *Vocational Education; *Vocational Evaluation
IDENTIFIERS- *Special Needs Students

Because it must place special needs students as well as regular students in vocational training programs, the Salem County Board fo Vocational Education has initiated a non-categorical vocational training program model. Developed in response to the general practices concerning placement and a need for an individual vocational plan for students who are classified as special needs students, the model involves the following processes: (1) integrating basic data from the academically-oriented Individualize Education Program (IEP) with vocational assessment results in a pla of education intervention through non-categorical placement; (2) implementing educational intervention or services based on the individual student needs through the supportive relationships of nontraditional child study team members applied directly to staff and students; and (3) directing efforts toward desired outcomes in the areas of entrance-level occupational skills, development of related academic skills, and a pursuit of behavioral progress involving reliability and general responsibility factors related to employment. (MN)

ED 226 149 CE 034 952

Upton, James N.
Adult Education in the Black Community: A Case Study of Columbus, Ohio.
SPONS. AGENCY- Columbus Foundation, Ohio.
PUB DATE- 82
GRANT- 76-096-42NP
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14
DESCRIPTIONS- Adult Education; Black Community; *Black Education; Blacks; *Black Students; Community Education; Extension Education Higher Education; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Improvement; Remedial Instruction *Student Characteristics; *Urban Education; Urban Extension
IDENTIFIERS- Ohio (Columbus); *Ohio State University

The College Educational Opportunities Program (CEOP) is a featur of the Black Studies Community Extension Center, located in an inner-city area of Columbus, Ohio, conducted through The Ohio Stat University (OSU). It provides disadvantaged adults with an opportunity to take fully accredited basic courses in mathematics, English, black studies and UVC (an introductory course on college life). The program provides tuition assistance and individual personalized counseling for people needing assistance in entering other classes on OSU's main campus. It teaches participants the basic skills needed to succeed in college by offering useful cours in a supervised setting. A survey of the 175 adults who participat in the program between the years 1976-1980 developed a profile of typical students. The profile showed that the greatest percentage adults participating in the programs was between 25 to 34 years-of-age; that nearly eight times as many women as men attende and that the largest percentage of participants had an income in t $5,000 to $5,999 range. The largest percentage of participants wer separated, had three or more dependents, and were either employed never employed. The survey found that the program was successful i that 75 percent of the students either found a job or moved to a higher level of employment, and approximately 40 percent reported that they went on to take another class at OSU or at another colle or university. Recommendations for counseling services, mini-courses, support services, financial aid, curriculum development, and student recruitment were made as a result of the study. (KC)

ED 226 163 CE 035 002

Johnson, Diane E.

Human Relations in Business. Office Occupations Audiovisual Package. Instructor's Guide. Student Activity Packet.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 82
AVAILABLE FROM- Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Audiovisual Aids; *Audiovisual Instruction; Behavioral Objectives; Business Communication; Business Skills; Competency Based Education; Cooperation; Ethics; *Human Relations; Individual Development; Interpersonal Relationship; Job Satisfaction; Job Skills; *Learning Activities; Learning Modules; *Office Occupations Education; Postsecondary Education; Scripts; Self Actualization; Sensitivity Training; Social Behavior; Social Integration; *Teaching Methods; Units of Study; Vocational Education
IDENTIFIERS- Texas

This module contains an instructor's guide and student activity packet that are intended to accompany a slide/tape presentation on human relations in business. The module was developed for use in postsecondary office occupations classes in Texas. The instructor's guide includes general instructions for use in individual or group settings, the narrative for the slide/tape presentation, and specific instructions on how to use the materials. The specific instructions section contains performance objectives, suggestions for class discussion, special notes to the instructor, optional student activities, solutions for the activities completed by the students, and suggestions for evaluation of the work produced. The student activity packet consists of a section on information the student must know in order to complete the activities, the performance objectives to be attained, necessary resource materials, and the activities to be completed in order to master the competencies on which the module is based. Learning activities in the package include role playing, evaluating case studies, and using checklists. Some of the topics covered in the package are communication, self-image, workplace ethics, cooperation, personal appearance, and social skills. (KC)

ED 226 177 CE 035 034

Graham, Lou; And Others

Older Adult Participation in Higher Education. New Roles for Older Arkansans as Students and Educational Resources.

Arkansas Community Foundation, Little Rock.; Arkansas Univ., Littl Rock.

PUB DATE- Jan 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Ancillary School Services; Educational Research; *Higher Education; *Interests; *Middle Aged Adults; *Older Adults Participant Characteristics; *Participation; *Student Educational Objectives; Student Interests; Surveys

IDENTIFIERS- *Arkansas (Pulaski County)

A random sample survey of people aged 50 and older was conducted study the educational interests of older residents of Pulaski County, Arkansas. Telephone surveys were completed for 346 individuals. Findings showed that almost 85 percent of the respondents indicated an interest in education. Two-thirds of the respondents were women; 62 percent were married, the majority were white (82 percent); more than 58 percent had incomes ranging betwe $5,000 and $30,000; and, 26 percent were currently or recently involved in an educational program. The most common educational goals were personal growth and development, leisure time and hobby interests, and meeting interesting people. Areas of interest were pre-retirement planning, recreation and exercise, philosophy and religion, business, horticulture, and work-related skills. Preferr learning locations were churches or community centers, colleges, a senior citizen centers. A majority preferred weekday courses; 45 percent preferred morning programs. Barriers to participation were lack of interest, physical limitations, not enough time, and isolation. Need was indicated for these support services: transportation, career counseling, and financial aid. Over 34 percent expressed interest in teaching others. Recommendations wer made for Arkansas postsecondary educational institutions to become more responsive to educational needs of older adults. (An annotate bibliography and the survey are appended.) (YLB)

ED 226 191 CE 035 080

Search and Rescue Aircrewman/HH3F Flight Mechanic, 2-10. Military
Curriculum Materials for Vocational and Technical Education.

**Coast Guard Inst., Oklahoma City, Okla.; Ohio State Univ., Columbu
National Center for Research in Vocational Education.**

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 81
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo
Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Aircraft Pilots; *Aviation Mechanics; Aviation
Vocabulary; Behavioral Objectives; Correspondence Study; Engines;
*Learning Activities; Learning Modules; *Mechanics (Process);
Military Training; Postsecondary Education; Programed Instruction
Materials; Secondary Education; Technical Education; *Units of
Study; Vocational Education; Workbooks
IDENTIFIERS- *HH 3F Helicopter; Military Curriculum Project

This self-paced, individualized course, adapted from military curriculum materials for use in vocational and technical education teaches students the skills needed to become a qualified avionics worker on the HH-3F helicopter. The course materials consist of three pamphlets: two student workbooks and a composite ground/flig syllabus. Each assignment in the first two pamphlets is divided in three parts: the reading assignment and objectives, the reading material, and the self-quiz with accompanying answers and text references. Subjects covered in the HH-3F avionics pamphlet are HH-3F helicopter systems, engine and rotor systems, helicopter transmission and other systems, flight systems, communication systems, navigation systems, Loran C Navigator, flight director systems, electronic flight aids, and avionics worker duties. The second pamphlet covers flight preparation, emergency procedures a equipment, hoisting, rescue platform and cargo sling procedures, high-intensity searchlight system. The third pamphlet is a standardized syllabus designed to give the students training to become proficient and safety-conscious avionics aircrew workers. Materials are illustrated with line drawings. (KC)

ED 226 260 CG 016 452

Beserra, Frank; And Others
Minority Elderly Services: New Programs, Old Problems. Part I. Rep
of the United States Commission on Civil Rights.
Commission on Civil Rights, Washington, D.C.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14
DESCRIPTIONS- Affirmative Action; Age Discrimination; *Civil Right
Community Programs; *Delivery Systems; Demography; *Equal
Opportunities (Jobs); *Minority Groups; *Older Adults; Program
Descriptions; Social Services
IDENTIFIERS- *Older Americans Act 1965

This book reports the results of a 1978 study of minority
participation in programs under the Older Americans Act (OAA) in s
communities: Cleveland, OH; Bridgeport, CT; Tucson, AZ; Tulsa, OK;
San Francisco, CA; and Honolulu, HI. It focuses on programs fundec
under Title III of the OAA which provides meals and social service
Following the introduction, the report presents a historical
perspective of the Federal role in providing services to older
persons. The findings for each of the six communities are discusse
in the text and presented in tables corresponding to each category
of discussion including: (1) a demographic profile; (2) employment
practices including recruitment, hiring, and promotion of
minorities; (3) minority organizations represented; (4) minority
participation in five major service categories; and (5) program
characteristics that appear to facilitate or impede minority
participation. A discussion of service planning and evaluation
procedures is provided and results of the investigation are
summarized. A glossary of terms used in the report is also include
(JAC)

ED 226 338 CS 007 015

Johnston, Peter H.
Reading Comprehension Assessment: A Cognitive Basis.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-951-1
PUB DATE- 83
AVAILABLE FROM- International Reading Association, 800 Barksdale R
P.O. Box 8139, Newark, DE 19711 (Order No. 951, $4.50 member, $6.
non-member).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Books (010)
DESCRIPTIONS- Elementary Secondary Education; *Evaluation Criteria
*Evaluation Methods; Measurement Objectives; Measurement Techniqu
*Reading Comprehension; *Reading Diagnosis; *Reading Tests; *Test

Drawing on work from a number of disciplines, this volume brings together experimental and theoretical information relevant to the problems of assessing children's reading comprehension. After a short introduction, the first section defines reading comprehensio presenting theoretical issues intended to provide an understanding of what is being measured and what that measurement means. The second section covers factors that influence reading comprehension and its assessment, stressing the importance of structure, content and language of the text for the reader's comprehension of it, particularly in the context of his or her background knowledge. Th third section deals with assessment methodology, including its purposes, the constraints on it, and the cognitive demands and information content of different assessment methods. The volume's final section charts new directions in reading comprehension assessment, asking what can and should be assessed and how this assessment might be carried out and also addressing question construction and the characteristics and interpretation of tests. (JL)

ED 226 354 CS 207 354

Woods, L. B.; Donovan, Kathleen
"Castrating the Cat"; Censorship in New Hampshire, 1966-1980.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Censorship; *Community Attitudes; Educational Research; Elementary Secondary Education; *Freedom of Speech; High Education; *State Surveys
IDENTIFIERS- *New Hampshire; Newsletter on Intellectual Freedom

A study used the "Newsletter on Intellectual Freedom" to examine censorship cases in New Hampshire for the period 1966-1980. New Hampshire's reputation as a politically conservative state was upheld by the frequency of censorship incidents found, which was 1. times the national average in terms of population. Half the 15-year total of incidents occurred between 1973 and 1976. Although attacks were limited to educational institutions in the early 1970s, over the entire period they were evenly divided between educational and noneducational institutions. Most reported attacks took place in th cities and towns of the heavily populated southern part of the state, and originated from a variety of sources, including private citizens, parents, the police, and even librarians. In noneducational institutions, obscenity was the most frequent reason for complaints. More censorship attempts occurred in high schools than in any other educational institutions. For both kinds of institutions, a majority of censorship attempts were at least partially successful, although the success rate of 62% was lower than the national average. (JL)

ED 226 369 CS 207 378

Selfe, Cynthia L.
Using Groups to Pre-Evaluate Papers in the Technical Writing Classroom.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Class Organization; *Group Activities; Group Behavio Group Dynamics; Higher Education; Peer Evaluation; Role Playing; *Teaching Methods; *Technical Writing; *Writing Evaluation; Writin Exercises; *Writing Instruction

Technical writing teachers who believe in the fundamental value o group work and its potential for helping students preevaluate their papers must deal with the problems associated with the technique by adding structure to student efforts in the areas of group training, group activities, and group evaluation. Explicitly training student to preevaluate papers lets them know the teacher's standards, gives the teacher the chance to demonstrate and discuss appropriate and inappropriate group interaction behaviors, and shows the students that constructive criticism of a paper need not be devastating. Grading criteria sheets and role playing are two structures that also help groups to succeed. Finally, evaluation of the group process itself by both the students and the teacher gives the students the feedback they need to function as a group. (Appendixes include descriptions of group members' and group leaders' roles, an evaluation criteria sheet, a role playing scenario, and a group evaluation form.) (JL)

ED 226 385 CS 504 106

Hample, Dale
Empirical Evidence for a Typology of Lies.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Measures; *Beliefs; *Classification; *Communication Research; Credibility; Higher Education; *Research Methodology; Speech Communication; *Student Attitudes; Undergraduate Students
IDENTIFIERS- Lying

A study was conducted to test the empirical merit of R. M. Chisholm's and T. D. Feehan's proposed typology of deception: (1) commission versus omission (lies of commission are those where the liar contributes causally to the receiver's believing the lie, perhaps by telling the falsehood; lies of omission would occur if the liar could have prevented the receiver from believing the falsity, but chose not to do so); (2) positive or negative (a positive lie occurs when the liar causes the receiver to add a false belief to his or her inventory; a negative lie results in the receiver losing a true belief); and (3) simpliciter versus secundum quid (deception simpliciter occurs when the liar converts the receiver from a state of not being deceived to the state of false belief; secundum quid takes place when the receiver already believes falsely and may spontaneously correct him or herself if left alone, but the liar acts to maintain the falsehood). Subjects included 202 undergraduate students who were told that the study concerned reactions to a written conversation--the topic of deception was never mentioned. Each student read one of nine possible conversations, each of which concerned the same situation. Afterwards, each student filled out a solidarity and trust scale. Results supported the existence of a positive (add a false belief) versus negative (take away a true belief) dimension, as well as a commission (tell a direct lie) versus omission (fail to correct a falsity) factor. Data did not support the simpliciter versus secundum quid as an important factor. (HOD)

ED 226 416 EA 015 340

Splitt, David A.
Don't Handicap Your Discipline Policies.
National School Boards Association, Washington, DC. Educational Policies Service.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Court Litigation; Disabilities; *Discipline Policy; Due Process; Educational Environment; Elementary Secondary Education; *Expulsion; Morale; Recognition (Achievement); Student Placement; Suspension
IDENTIFIERS- Education for All Handicapped Children Act; Kaelin v Grubbs

Discipline of handicapped students is the topic of the lead article in this publication. The author first reviews recent cases regarding expulsion of handicapped students, including "Kaelin v. Grubbs," a 1982 case finding that the same due process procedures that apply to changing the educational placement for handicapped students must also apply to a proposed expulsion. The author then describes two proposed regulations under Public Law 94-142 that in his opinion do not provide true policy guidelines for schools. He then offers his suggestions for fashioning a policy that addresses the overall problem of student discipline and placement of handicapped students based on the premise that a good discipline policy is applicable uniformly to all students--even handicapped. He suggests that a student who is a candidate for a suspension of more than 3 days should be viewed as a child in need of assessment and possible placement. Minor suspension policies are also reviewed. The remainder of the publication consists of three short articles on three separate topics: the trend toward "get tough" district discipline policies, a method for raising school system morale by recognizing those who contribute positively to schools, and suggestions for school board policies on student fundraising events. (Author/JM)

ED 226 475 EA 015 423

Fillos, Rita M.; Bailey, William J.
Factors That Affect Principals' Use of Research.
PUB DATE- 21 Feb 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Attitudes; Administrator Characteristics; Educational Research; Elementary Secondary Education; *Measures (Individuals); Principals; Questionnaires; *Research Utilization; Surveys; Validity

The results of a survey of 400 randomly selected principals from New Jersey, Pennsylvania, Delaware, and Maryland appear to validate a newly developed instrument for measuring three factors: the depth of principals' interests in information developed through educational research, the extent to which these principals exhibit rational approaches to information gathering, and the degree of management autonomy these principals consider themselves to have. This paper describes the theory underlying the study, the methodology used, the characteristics of the data source, the use of interviews with selected survey respondents to validate the survey findings, and some possible factors affecting the principals' attitudes as revealed through the interviews. According to the authors, the validated instrument will be used in further research on the relationship between principals' utilization of research, their attitudes towards scientific methods, and their effectiveness as instructional leaders. (PGD)

ED 226 491 EA 015 444

Grubb, W. Norton; Lazerson, Marvin
The Concept of Educational Adequacy in Historical Perspective.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 442.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Historical Materials (060)
DESCRIPTIONS- Curriculum; Educational Attitudes; Educational Equity (Finance); Educational Facilities; *Educational Finance; *Educational History; Educational Objectives; *Educational Quality; *Educational Resources; Elementary Secondary Education; Labor Force Development; *Outcomes of Education; *School Role; Teacher Effectiveness; Teacher Qualifications
IDENTIFIERS- *Educational Adequacy

The history of education has featured a number of longstanding debates over educational adequacy. Debates over funding have touche on whether foundation-type programs can assure adequacy despite funding-level differences between districts. The relevance of teacher training and unionization to teacher adequacy is questioned, as is the ability of standardized curricular programming to counteract teacher inadequacy. Standards for facility adequacy, raised over the years, are currently being challenged as irrelevant. The debate over curricular adequacy has focused on whether students do better when offered choices or when required to follow stringent programs. The achievement of education's early goals of developing Christian, responsible, and productive citizenry was measurable only by assessing changes in the quality of the society at large. More recently, emphasis has shifted to the individual's vocational interests, permitting educational adequacy to be measured in terms of education's effects on individual earning power, though the means for measuring these effects remain debatable. Educational history provides several conflicting definitions of educational adequacy, based on widely divergent concepts of both the purpose of education and the nature of the student population. Society's ever-shifting needs make it unlikely that any permanent, conclusive definition can be found. (PGD)

ED 226 107 CE 034 437

McCage, Ronald D.
A Research and Development Agenda for the 1980's: Productivity an
Economic Advancement, through Human Resource Development.
PUB DATE- 4 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (12
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Economic Development; Economic Progress; *Education
Development; Educational Policy; *Educational Research; *Educati
Trends; Federal Aid; Federal Programs; Financial Support; *Future
(of Society); Labor Force Development; Productivity; *Program
Improvement; Public Policy; Regional Programs; State Programs;
*Vocational Education

Before a vocational education research and development agenda f the 1980s can be formulated and implemented, a national policy on economic and human resource development should be in place. In its absence, such an agenda must be shared in light of several factors that reflect the current demographic situation and long-range trends, including a projected skilled labor shortage, a serious youth unemployment problem, increased numbers of women in the lab force, an increased defense budget for new weapons systems, and reduced federal support and involvement. Adequate funding should b available for national, state, and local research and development. Federal-level research and development should center on indepth examination of issues that have immediate and long-range implications for policy and provide for indepth assessment of nationally driven incentives. The major focus of federal dollars that are granted to the states should be applied, rather than bas program improvement. At the local level, federal dollars should be used to ensure local program improvement broadly defined. (YLB)

ED 226 135 CE 034 920

Braby, Richard; And Others
Handbook of Format Models for Designers of Technical Training Materials.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
REPORT NO.- TAEG-TR-129
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Behavioral Objectives; *Instructional Materials; Job Training; *Learning Modules; Learning Processes; Lesson Plans; *Material Development; Military Training; *Models; Postsecondary Education; *Teaching Methods; *Technical Education; Vocational Education
IDENTIFIERS- Navy

This report provides a handbook of format models, based on learn principles, for use in constructing training materials for the following types of tasks common to Navy jobs: (1) performing procedures; (2) recalling facts about equipment; (3) applying rule and regulations; (4) classifying objects and signals; and (5) recognizing and drawing symbols. Each of five format models shows the kind of information to present for a specific class of tasks, how to format the information, and how to sequence it. The model serves as a specification for creating the types of pages required for efficient training. For each format model, there are sample learning objectives, a description of the learning strategy incorporated in the model, and one or more sample instructional modules based on the page specifications. An appendix to the document contains a sample instructional package developed by a field activity based on two of the format models. This package demonstrates that field activities can successfully use the format models and illustrates how the format models can be customized to meet special requirements in a training program. (This handbook wa specifically prepared for use in developing instructional material according to the Navy's "Procedures for Instructional Systems Development." Therefore, it will be of major interest to subject matter specialists in Navy schools who create instructional materials, as well as to a wider audience of designers of material for technical instruction.) (Author/KC)

ED 226 205 CE 035 104

Brant, Lynn
Customized Training for New and Expanded Industry--A Vocational Education Role in State and Local Economic Development.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 82
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Business Responsibility; Consortia; *Economic Development; Educational Needs; Government Role; *Job Training; Postsecondary Education; *Program Effectiveness; *Program Implementation; *State Government; *State Programs; Statewide Planning; Vocational Education
IDENTIFIERS- *Government Industry Relationship; New York; Ohio; So Carolina

This study was undertaken to describe efforts in three states to create customized vocational training for specific client firms as part of economic development efforts. Approximately 70 persons fro education, business, and state government were interviewed; documents from the three states (Ohio, South Carolina, and New Yor were reviewed; and, at least one week was spent on-site in each of the states to gather data. Some of the major findings and recommendations resulting from the study are the following: (1) programs vary in terms of centralization and use of single or multiple agencies as providers; (2) rapid response to client firm needs through a streamlined decision-making process is needed; (3) eligibility for subsidies varies from state to state; (4) client firms in all three states were highly satisfied with the services they received, and provision of such services was cited as a facto in decisions to locate or expand in the states; (5) facilities and equipment must be up-to-date and flexible to accommodate a wide variety of training programs; (6) firms would have conducted thei own training programs in the absence of those created for them, bu such programs would have been of lower quality; and (7) a single state agency should be responsible for providing customized vocational education as part of the state's economic development efforts. Major issues raised but not answered by the study include the problem of private versus public responsibility for training, how states can document return on public investments, and how stat economic development efforts affect the economic development of other states and the nation. (KC)

ED 226 219 CE 035 146

Steno-Clerical Curriculum Guide.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natur
Resources Education Inst.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
Vocational-Technical Education Service.
PUB DATE- 83
AVAILABLE FROM- Michigan Vocational Education Resource Center, 133
Erickson Hall, Michigan State University, East Lansing, MI 48824
($10.75).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Clerical Workers; Competency Based Education;
Educational Resources; Learning Activities; Lesson Plans;
Occupational Information; *Office Occupations Education; *Office
Practice; Secondary Education; Secretaries; Shorthand; State
Curriculum Guides; Teaching Methods; Typewriting; Units of Study;
Vocational Education; *Word Processing
IDENTIFIERS- Michigan

This curriculum guide consists of materials for use in teaching
competency-based course to prepare students for employment in secretarial and clerical occupations. The instructional program prepares students to record and transcribe communications, provide administrative support, and abstract, classify, and file information. The first part of the guide contains introductory information, including a description of the development of the guide, an equipment list, a list of criteria for evaluating the mailability of typewritten or processed documents, a sample word processing concepts course outline, and a task list for steno/clerical occupations. The 101 tasks addressed in the guide a
organized around the following 10 job duties: receiving, interviewing, and informing people; performing telephone operation
preparing and distributing mail; performing accounting, banking, credit, and payroll functions; preparing documents, correspondence
and reports; maintaining files, records and logs; duplicating and assembling documents; performing word processing skills; maintainin
inventory; and maintaining machines and office equipment. Included in the task sheets are a task statement, achievement indicators, evaluation criteria, equipment list, student learning activities, and teacher activities. Completing the guide are sample student achievement records and lists of associations and educational resources. (KC)

ED 226 233 CE 035 190

National Apprenticeship Standards for the Retail Meatcutting Industry. Revised.
Employment and Training Administration (DOL), Washington, DC. Burea of Apprenticeship and Training.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Apprenticeships; Certification; *Employment Practice Federal Legislation; Federal Regulation; *Food Handling Facilities *Food Processing Occupations; Labor Legislation; Labor Standards; *Meat Packing Industry; Postsecondary Education; Recordkeeping; *Retailing; Standards
IDENTIFIERS- *Meat Cutters; National Standards

These national standards are intended to serve as a guide for the establishment of thorough and complete apprenticeship programs to produce trained retail meatcutters to carry on the tradition of quality in the retail meatcutting industry. Covered in the individual sections are the following topics: definitions, the National Joint Apprenticeship Committee, local joint apprenticeship committees, equal employment in apprenticeship, term of apprenticeship, probationary periods, transfer of apprentices, apprenticeship agreements, ratio, wages, credit for previous experience, hours of work, related instruction, accident prevention work experience, examination, instructors, certificates of completion, adjustment of differences, amendments to local joint programs, the relationship of apprenticeship standards to bargainin agreements, obligations of apprentices, and registration of programs. Various federal laws and regulations affecting the employment of apprentices are explained. Appended to the standards are a schedule of the work procedures of retail meatcutters and a discussion of recordkeeping systems for apprentice programs. (MN)

ED 226 247 CE 035 244

Puleo, Nancy F.; And Others
Plan for Your Professional Development. Module LT-E-3 of Category E--Professional and Staff Development. Competency-Based Vocationa Education Administrator Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-115-9
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, Athens, GA 30602 ($5.15; complete set--$151.80).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Education; Case Studies; Competency Based Education; Higher Education; Individualized Instruction; Jo Skills; Learning Activities; *Management Development; *Needs Assessment; *Professional Development; School Administration; *Se Evaluation (Individuals); Vocational Directors

This module, one in a series of competency-based administrator instructional packages, focuses on a specific competency that vocational education administrators need to be successful in the area of professional and staff development. The purpose of the module is to help administrators to analyze their professional nee and to devise and implement a professional development plan. An introduction provides terminal and enabling objectives, a list of resources needed, and a glossary of selected terms. The main porti of the module includes four sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves. Each learning experience consists of number of activities that may include information sheets, case studies, samples, checklists, and self-checks. Optional activities are provided. The final learning experience also resource person. (YLB)

ED 226 292 CG 016 485

Phillips, E. Lakin; Fagan, Peter J.
Attrition: Focus on the Intake and First Therapy Interviews.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Counseling; *Counselor Attitudes; *Counselor Characteristics; *Counselor Client Relationship; Counselors; Expectation; *Interviews
IDENTIFIERS- *Termination of Therapy

The literature on attrition points to the intake and first therap interviews as sharing the highest dropout rates. Attrition is said to be related to client, therapist, and type-of-therapy variables. To look further into the intake session with an emphasis on client-therapist and client-clinic interaction variables, clients (N=45) rated their experience at intake on a 5-point scale designed to measure satisfaction with the clinic experience and with the intake or therapy session. Another group of clients (N=60), at a later time, were spot-checked immediately following intake session. Analyses of results indicated that the intake juncture and, to a lesser extent the first therapy session, were under the control of therapists and that therapist manner, bias, expectations, and preferences, influenced clients to continue therapy, or not. The findings suggest that therapists opt to work with appealing or challenging clients and thus may often restrict services unduly. (PAS)

ED 226 308 CG 016 582

Eyde, Donna R.; Fink, Albert H.
Don't Do That! And Other Counseling Strategies for the Chronically Disruptive.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-78-0005
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellane (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Behavior Problems; Change Strategies; *Classroom Techniques; Consultation Programs; *Counseling Techniques; Counsel Role; Cultural Differences; Elementary Secondary Education; *Probl Children; Program Descriptions; School Counselors; School Security Student Adjustment; *Student Behavior; Student Motivation
IDENTIFIERS- *Disruptive Behavior

This monograph, designed to aid school counselors in their work with students and classroom teachers, reviews the multiple causes school disturbance and the varied needs of students labeled chronically disruptive. The distinction between chronic disrupters and students with emotional problems is discussed; related issues school violence, vandalism, and gang delinquency are excluded in order to concentrate on methods and techniques for identification and intervention with the chronically disruptive. Past and current perspectives on school disruption are explored, and counseling techniques applicable to the chronic disrupter are described in detail in the areas of curriculum modification, management alternatives, and motivational differences. Strategies for counseling culturally different students and for influencing syste level change are described. Preventive and anticipatory counseling for distressed students and distressed teachers is also examined. Gaps in preservice and inservice counselor training are briefly discussed, but working with the student, classmates, and classroom teachers from a systems theory view of school ecology is emphasize A bibliography is provided at the end of each chapter. (JAC)

ED 226 323 CS 006 990

Atwood, Beth S.
Readability: Defining the Problems, Finding Solutions. A Connectic
ABE Staff Development Project Resource Unit.
Capitol Region Education Council, West Hartford, Conn.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford.
PUB DATE- Jun 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo
Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adult Basic Education; Adults; *Readability;
*Readability Formulas; Reading Comprehension; Reading Difficultie
*Reading Instruction; *Reading Materials; Reading Material
Selection; Reading Processes; *Textbook Selection

Designed to alert adult basic education teachers to the factors readability and to suggest ways that some readability problems ca be alleviated, this resource unit discusses the problems posed by readability formulas and suggests that teachers must both press fo more readable adult texts and question intelligently the products publishers and adult educators. It then examines (1) the mechanic content, and language factors affecting readability; (2) visual tools used to enhance readability; (3) stylistic and formal clues used to enhance reading comprehension; (4) personal experience us for clues; (5) readability of teacher-made materials; (6) specialized jargon for every-day reading; (7) organizational clue that enhance readability; (8) a readability formula in use; and (the Fry formula for adult readability. (HTH)

ED 226 431 EA 015 357

Thomas, Donald

Declining Enrollment, a People Problem (Effective Strategies for Reducing Staffs).

PUB DATE- 1 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Agency Cooperation; *Change Strategies; Declining Enrollment; Elementary Secondary Education; Employer Employee Relationship; *Personnel Policy; *Reduction in Force; School Districts; Teacher Administrator Relationship; Teacher Dismissal

School districts faced with declining enrollments can utilize several strategies for dealing with reductions in force while saving money, minimizing terminations, and creating new opportunities. Schools should be staffed on the basis of midyear projections to avoid too great a degree of overstaffing by year's end. An early retirement plan should be adopted. A strong policy of termination for cause will help eliminate unsatisfactory teachers instead of those merely low in seniority. Declining districts can cooperate with neighboring growing districts to place surplus staff members. Surplus teachers who are not placed elsewhere can serve as a well-trained corps of substitutes. Aggressive attempts to obtain project funding may provide new jobs for displaced staff. Secondary teachers can be trained to take elementary teaching positions. Communications between potential surplus personnel and district officials must be kept open and district commitments to personnel must be made clear. (Author/PGD)

ED 226 460 EA 015 405

McNett, Ian; And Others
Early Alert: The Impact of Federal Education Cutbacks on the States.
Institute for Educational Leadership, Washington, D.C.; National Association of State Boards of Education, Washington, D.C.
SPONS. AGENCY- Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.; Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-937846-99-6
PUB DATE- 82
AVAILABLE FROM- Publications, The Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, D 20036 ($6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTIONS- Block Grants; Disadvantaged Youth; Economically Disadvantaged; Elementary Secondary Education; *Federal Aid; Feder Government; Federal State Relationship; *Financial Support; *Government School Relationship; Higher Education; Minority Groups; Urban Schools
IDENTIFIERS- Massachusetts; Nebraska; Texas; Washington; Wisconsin

In this compilation, five alumni of the Institute for Educational Leadership's Journalism Fellowship Program assess the impact of policies and conditions under the Reagan administration on state education in Washington, Wisconsin, Massachusetts, Nebraska, and Texas. An introduction reviews the Reagan administration's educatio program and budget. A summary of the impacts found by the journalists notes that the poor, minorities, and large urban school districts were hardest hit but that other elementary, secondary, an higher education programs were affected. It also mentions the responses of states and state lobbyists. A brief discussion outline some of the implications of the federal programs for education. The articles' authors and titles are as follows: Constantine Angelos in Washington, "'A Double Whammy' State and Federal Cutbacks"; David Bednarek in Wisconsin, "Federal Cuts Affect Urban Poor and Minorities"; Muriel Cohen in Massachusetts, "Local Funds Limited by Property Tax Lid"; Jack Kennedy in Nebraska, "State Unlikely to Mak Up Federal Cuts"; and Dale Rice in Texas, "'Building a Cadillac on Model T Budget.'" (RW)

ED 226 506 EA 015 459

Brundage, Diane, Ed.
The Journalism Research Fellows Report: What Makes the Public Schools Work? Answers from the 1981 Journalism Research Fellows Who Report on Schools That Are Working in: Connecticut, Florida, Montana, Oregon, Texas, Virginia, West Virginia.
Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
GRANT- NIE-G-80-0177
AVAILABLE FROM- Publications Coordinator, The Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036 ($7.50 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrator Role; Affluent Youth; Disadvantaged Youth; Elementary Secondary Education; Gifted; *Institutional Characteristics; Middle Schools; Minority Group Children; Principals; *School Effectiveness; *Teacher Role; Urban Schools

Seven series of newspaper articles on effective elementary and secondary schools are presented. A brief foreword explains the theme of the articles--identifying what makes good schools work. The seven sets of articles include the following: (1) "Middle Schools: How They Change the Lives of Students in Montana," by Mea Andrews; (2) "How High Schools Serve Minorities in Texas," by Linda Austin; (3) "How Inner City Schools Work for Minority Children," by John McManus, on Philadelphia (Pennsylvania), New Haven (Connecticut), and Richmond and Portsmouth (Virginia) schools; (4) "From Coal Mines to Gifted Education in West Virginia," by Elizabeth Older; (5) "How Elementary Schools Work for Four Different Minority Groups," by Carol Rubenstein, concerning Asian, Hispanic, Black, and Native American children in Oregon; (6) "Schools That Work in 'Gold Coast' Towns," by Stephanie Sevick, on schools in three affluent Connecticut towns; and (7) "Schools That Serve the Gifted in Flordia," by Patricia Sullivan. Attached is a list of past Fellows in Educational Journalism. (RW)

ED 226 277 CG 016 470

Patrick-Hoffman, Patricia
Psychological Abuse of Women by Spouses or Live-In Lovers: What For
Can It Take?
PUB DATE- 29 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Antisocial Behavior; *Battered Women; *Behavior
Patterns; Classification; Emotional Disturbances; *Family Problems
*Interpersonal Relationship; Marital Instability; Quality of Life;
Self Concept; Sexuality; Spouses; Stress Variables
IDENTIFIERS- *Psychological Abuse

Psychological abuse, defined as behavior that is sufficiently threatening to limit the capacity to work, family and social interactions, and the enjoyment of good physical or mental health can be as damaging to women as physical abuse. To learn more about this behavior a series of open ended interviews was conducted with 25 women who identified themselves as victims of psychological abuse. Common areas dicussed in all the interviews were child care, sexual compatibility, socializing, and financial responsibility. Using an inductive analysis method and a coding system for information retrieval from the data generated, 21 areas of psychological abuse with sub-areas were identified, e.g., silent treatment (refusal to discuss or to talk at all), sleep deprivatio isolation, erratic behavior, and suicide threats. Several of the women reported symptoms of physical distress and several reported suffering the pain and discomfort of feelings of unreality and non-existence. Women who were out of the abusive situation at the time of the interviews reported that their lives had changed for t better, that they were healthier and more confident, but that they were more self-protective, avoided men, and believed that they deserved better than they had received in life. (The coding forms with the numbers reported in each category and the emotional-state forms are appended.) (JAC)

ED 226 370 CS 207 379

Ideas for Teachers from Teachers: Elementary Language Arts.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-2246-9
PUB DATE- 83
AVAILABLE FROM- National Council of Teachers of English, 1111 Keny
Rd., Urbana, IL 61801 (Stock No. 22469, $5.50 non-member, $4.50
member).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Beginning Reading; Dictionaries; Elementary Educati
*Grammar; Language Arts; Language Skills; Language Usage; *Person
Narratives; Phonics; *Prewriting; Punctuation; Spelling; Study
Skills; *Teaching Methods; Vocabulary Development; *Word Study
Skills; Writing (Composition)

A sampling of over 100 ideas submitted by elementary school teachers at the Idea Exchange at the annual meetings of the Natior Council of Teachers of English are contained in this collection of teaching tips. The first chapter, "Getting to Know Each Other," includes games to help students learn each other's names, directic for making a neighborhood map, instructions for assembling a directory of who's who at school, and a variety of autobiographice assignments. The activities in the second section, "Phonics and Syllabication," include "alphabet feet" and "vowel fingers," music chairs, pictonames, board games, card games, target and team games and a way of sampling the consonant blends with a food blender. Th third section, "Sight Words and Reading," offers suggestions for t review and mastery of basic vocabulary, schemes for the organizat of reading groups, exercises for skimming and intensive reading, projects for several books. Word study, vocabulary development, ar spelling activities are the focus of the fourth section, while th fifth section concentrates on activities for making and using dictionaries. The sixth section suggests ways to motivate and eng young writers at the prewriting stage. Tips for teaching grammar, usage, and punctuation are offered in the seventh section, and pl and formats for observation and evaluation in the eighth. The fin section provides ideas and activities for the first and last 5 minutes of class time. (HOD)

ED 226 401 EA 015 035

Oudkerk Pool, Theo
Curriculum Development in the Netherlands: A New Movement for Hypocritical Teaching.
REPORT NO.- ThOP/AF/Pc/82/S-298
PUB DATE- 21 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Classroom Techniques; *Curriculum Development; Educational Change; Educational Cooperation; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; *Interprofessional Relationship; Participative Decision Making; *Teacher Behavior; Teacher Participation; *Teachers
IDENTIFIERS- *Netherlands

Curriculum development theory in the Netherlands, much emphasized in the last 10 years, has created problems for teachers but has also led to moves to have a school's teachers themselves, as a team, develop their own curriculum. The changes in curriculum development have been related to three changes in Netherlands education: consolidation of schools at both the elementary and secondary levels and changes in adult education. Problems have arisen because teachers are not trained in curriculum development and because they do not now work as teams in schools, but instead use their own practices in their own classrooms. This means that schools have new curriculum documents but old teaching practices--hence the "hypocrisy" in teaching. There is reason for optimism, however, because discussion of the three national changes has triggered discussion of schools' functions and society's needs. Netherlands education needs to be more humanistic, and for that, teachers need to teach more as school teams. To train teachers to function as teams, they are being given inservice training involving discussion of practices, games, actions to change practices, and consolidation of the changes. School practice now is 60 years behind current school theory, so changes will not be quick. (RW)

ED 226 446 EA 015 374

Moore, Mary T.; And Others
The Development of a State Policy Guide to Special Education Finan
A Final Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
Educational Policy and Organization Program.
PUB DATE- Sep 82
CONTRACT- 400-80-0041
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (1
DESCRIPTIONS- *Data Analysis; *Data Collection; Disabilities;
Elementary Secondary Education; *Financial Support; *Guides;
*Information Needs; Policy Formation; Questionnaires; Research
Methodology; *Special Education; State Programs

This technical report describes the development of "Finetuning Special Education Finance: A Guide for State Policymakers." The report's introductory section notes the need for information on special education finance. Section 2 describes how these needs we identified--through a national survey of 118 persons knowledgeabl about state special and regular education, a meeting of national organizations active in special education, and 39 telephone interviews in 10 states with state and local agency officials, legislators, and others concerned with special education. Section reports on information collection and synthesis regarding the iss identified. The authors first drafted the guide's outline, next gathered information from state databases and policy reports, literature surveys, and researchers, and then matched the information with the outline in five areas: eligibility, range of services, costs, and funding sources and formulas. In section 4 t authors assess the information base for each of the five areas an for three types of information sources (descriptive data, analyti research, and state documents). The concluding section offers suggestions for improving information on special education financ Four appendices provide the telephone interview form, a list of experts interviewed, the draft guide outline, and a checklist of desired state information. (RW)

ED 226 476 EA 015 424

Controls and Consequences. Balancing Regulation and Education.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technica (143)
DESCRIPTIONS- Accountability; Educational Policy; Elementary Secondary Education; Federal Aid; *Federal Regulation; Federal Stat Relationship; *Government Role; Political Attitudes; Program Implementation; School Districts; Vocational Education
IDENTIFIERS- Deregulation; State Regulation

This issue of the quarterly newsletter of the Institute for Research on Educational Finance and Governance contains five articles summarizing five papers on the regulation of education tha were originally presented at the institute's Law and Education Seminar. Each summary was written by the author of the original paper. David Kirp's article treats the changing nature of federal regulation and the proper relationship between federal and state governments in educational policy matters. Guy Benveniste discusses the effects of imposing regulatory controls at different stages in the implementation of programs. Charles Benson draws on the recent history of vocational education to illustrate the rise of federal regulation and the frustrations regulation has caused. Current arguments concerning deregulation are reviewed by William Clune. Ann Swidler's summary considers the role of regulation in an individualistic society with a deep historical antipathy to centralization of authority. A supplement to the newsletter summarizes a doctoral dissertation by Mary Bankston on the subject of the organizational reporting demanded of school districts by the accountability requirements of state and federal programs. (PGD)

ED 226 108 CE 034 476

Deems, Richard S.
Job Getting Skills. Instructor's Guidebook and Workbooks .
Iowa State Univ. of Science and Technology, Ames.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines.
Div. of Adult Education.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo
Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Education; Behavioral Objectives; *Career
Education; Career Exploration; *Employment Potential; Guidelines;
High Interest Low Vocabulary Books; Instructional Materials; *Job
Search Methods; *Job Skills; Learning Activities; Magnetic Tape
Cassettes; Postsecondary Education; Program Implementation; Self
Evaluation (Individuals); Workbooks
IDENTIFIERS- 310 Project; Resumes

This instructional kit consists of an instructor's guidebook, si user workbooks, and five magnetic tape cassettes dealing with skil for obtaining jobs. Topics discussed in the instructor's guidebook include the development of the kit, its contents, using the kit in the classroom, individual use of the kit, instructor preparation, and additional resources. Addressed in the student workbooks are t following topics: matching skills, likes and dislikes, and jobs; finding a job; filling out a job application; dressing for a job interview; and answering and asking questions during a job interview. The workbooks are also available on the accompanying cassette tapes. (MN)

Blond, David L.
Defense Economic Impact Modeling System (DEIMS). A New Concept in Economic Forecasting for Defense Expenditures.
Department of Defense, Washington, D.C.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTIONS- Budgets; *Business Cycles; *Economics; *Expenditures; Military Science; *Military Service; *Models; Planning; Vocational Education
IDENTIFIERS- *Defense Expenditures; *Economic Impact

The Defense Economic Impact Modeling System (DEIMS) analyzes the economic effect of defense expenditures on the United States econom by using a consistent, reliable framework of economic models and government policy assumptions. Planning information on defense requirements is also provided to private sector firms. The DEIMS allows the Department of Defense to analyze the impact of alternative defense budgets on key industrial sectors, skilled labo categories, and raw material requirements at a level of product disaggregation consistent with the Department of Commerce's four-digit Standard Industrial Classification categories. It combines (1) a macroeconomic model adapted to integrate the impact on key industrial sectors of specific defense production requirements; (2) a producer price modeling system; (3) a 400 sector, commodity-based, input-output and employment model; (4) a 161 category skilled-lab or requirements model; and (5) a 72-commodity, quantity-based, strategic materials requirements model. All models are maintained by Data Resources, Inc. DEIMS output display tables are designed to provide forecasts of future defense needs and thus stimulate more active competition among companies. (Sample tables and listings of sectors, skill categories and strategic materials requirements covered in the model are appended.) (YLB)

ED 226 150 CE 034 954

Taylor, Mark
Residential Wiring. Revised.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 83
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1515 West Sixth Avenue, Stillwater, OK 74074 (Write for price).
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Course Content; Curriculum Guides; Electrical Systems; Electric Circuits; Electricians; *Electricity; Equipment; Hand Tools; *Learning Activities; Postsecondary Education; Technical Education; Test Items; *Units Study; Vocational Education
IDENTIFIERS- *Electrical Wiring; Residential Remodeling

This competency-based curriculum guide contains materials for conducting a course in residential wiring. A technically revised edition of the 1978 publication, the guide includes 28 units. Each instructional unit includes some or all of the following basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to the tests. Units are planned for more than one lesson or class period of instruction. T units are grouped into eight sections covering the following gener topics: orientation, tools, basic theory, using trade information, basic equipment and procedures, wiring residential circuits, existing dwellings, and related information, such as customer service, estimating, and applying for a job. Line drawings are use to illustrate the information. (KC)

ED 226 178 CE 035 035

Kitabchi, Gloria; Petry, John R.

Evaluation of a Nuclear Power Skill Related Training Program for Job Corps Students.

PUB DATE- Nov 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conferenc Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Attrition (Research Studies); Dropout Prevention; Dropout Research; Dropouts; *Educational Needs; Employment Programs Energy Occupations; Federal Programs; Job Training; Nuclear Energy; Nuclear Power Plant Technicians; *Nuclear Technology; Postsecondary Education; *Program Improvement; Student Attitudes; Student Attrition; Teacher Attitudes; Youth Employment

IDENTIFIERS- Job Corps

An evaluation of the Nuclear Skill Related Training Program at Memphis State University was conducted to identify possible motivational and attitudinal variables that may contribute to the retention-attrition rates of Job Corps students (40 percent) admitted to the program compared to non-Job Corps students who are migrant workers (2 percent). The program consists of 26 weeks of intensive training on a daily 8 a.m. to 5 p.m. basis. A questionnaire was developed to determine personal and motivational attitudes of the 11 currently enrolled students related to the administration and content of the Nuclear Studies Program, and short personal interviews were also conducted with these students. Data gathered in the survey indicated that the students are somewhat pleased with the program, have a strong commitment to the program, and feel that academic problems would be their major reason for dropping out if they did so. Most changes suggested by students involved the instructional area, especially in relation to the professors/instructors, modules, and the practicality of course control. Another group of suggestions was about student personnel staff. In order to strengthen retention of students in the program, the study recommended that enlistment personnel in Job Corps centers be more specific about program content, difficulty, and the probability of jobs after graduation. It also recommended that the program offer more remedial services and that instructors be more available for consultations and be more practical in class. (KC)

ED 226 261 CG 016 453

Michaelson, Christina Branzel; And Others
Ego Development in Predicting Life Satisfaction in the Aged.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); Developmental Stages;
Gerontology; *Life Satisfaction; *Older Adults; *Personality
Development; Physical Health; *Predictor Variables; *Psychologica
Characteristics; *Self Concept; Socioeconomic Influences

Results of previous investigations of life satisfaction in the have suggested that health, socioeconomic factors, and social interaction are most strongly and consistently related to life satisfaction. However, a great deal of variance in life satisfacti remains unexplained. Men (N=19) and women (N=21) aged 65 years or older were interviewed using the Life Satisfaction Index A and a measure of ego development in order to investigate the role of eg development in accounting for life satisfaction in aged individua Analyses of results indicated that people functioning at the post-conformist level of ego development were more satisfied with their lives than those at the conformist level, and that ego development increased the predictability of life satisfaction whe combined with the known predictors of health, activity and social participation, and socioeconomic status. The increased predictability of life satisfaction suggests that it may be usefu to further explore the contribution of ego development and other psychological variables to life satisfaction. (JAC)

ED 226 293 CG 016 486

Schunk, Dale H.
Self-Efficacy Perspective on Achievement Behavior.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, M
PUB DATE- Aug 82
GRANT- NIMH-MH-35459; NSF-DAR-8011753
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Achievement; Academic Failure; *Achievement Need; Attribution Theory; Competence; Competency Based Education; *Learning Processes; *Performance Factors; Self Evaluation (Individuals); *Social Cognition; Stress Variables; Task Analysis
IDENTIFIERS- *Self Efficacy

In an initial section, this paper presents a review of the literature and discusses the hypothesized relationship between self-efficacy, (defined as personal judgments of how well one can organize and implement behaviors in situations that may contain novel, unpredictable and possibly stressful elements) and achievement behavior. Source of efficacy information, i.e., performance attainments, vicarious experiences, social persuasion, and physiological indices, are discussed in detail. The processes involved in the integration of efficacy information are described. second section reviews research on the self-efficacy model, focusin on studies which collectively address the relationship of self-efficacy to achievement behavior in the context of competency development. The presentation of the basic components of the reseac studies includes a focus on processes to develop self-efficacy skills; the use of subtraction or division tasks, pre-test, post-test designs for self-efficacy assessments, and participation in competency development programs over multiple sessions. An extensive bibliography is appended. (PAS)

ED 226 339 CS 007 016

Cowen, John E., Ed.
Teaching Reading through the Arts.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-733-0
PUB DATE- 83
AVAILABLE FROM- International Reading Association, 800 Barksdale
P.O. Box 8139, Newark, DE 19711 (Order No. 733, $5.00 member, $7
non-member).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTIONS- *Art Activities; Art Appreciation; *Creative Teachi
Elementary Secondary Education; Films; Fine Arts; Graphic Arts;
*Integrated Activities; Music; Poetry; Readers Theater; Reading
Improvement; *Reading Instruction; Reading Interests; *Reading
Skills; *Teaching Methods; Television; Television Viewing

Exploring ways of using the arts in humanizing reading instruct
and in the development of lifetime readers, the articles in this
volume offer many creative approaches to help reading and classro
teachers provide their students with educational experiences that
will not only help them master basic skills but also affect their
capacity for aesthetic appreciation, growth, and sensitivity.
Articles in the first section cover reading and film, readers
theatre in the classroom, and television viewing skills. Using mu
to teach reading is the subject of the articles in the next secti
while the one article in the fourth section explains how the stud
of great art can be used to develop reading skills. The last and
longest section of the volume contains six articles connecting
reading, creative writing, and the literary arts. (JL)

ED 226 355 CS 207 359

Lewes, Ulle Erika
Peer-Evaluation in a Writing Seminar.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Course Descriptions; Editing; Higher Education; *Pe
Evaluation; *Revision (Written Composition); *Student Improvemen
Student Role; Teacher Role; Teaching Methods; Writing (Compositi
*Writing Evaluation; *Writing Instruction; Writing Processes
IDENTIFIERS- *Writing Improvement

Peer evaluation was implemented in a college composition semina
explore its effectiveness. The class of 13 students met once a we
workshop style, for 4 hours. Students wrote short papers (three t
five typed pages) every week in an assigned mode (critical analys
social commentary, familiar essay) but on topics of their own
choosing. For the first assignment, students and the instructor
responded by editing all the essays line by line. The next step w
primary trait scoring. Other evaluation methods used included the
nonjudgmental description of the essay suggested by Peter Elbow,
analytical scoring moving from problems with the essay as a whole
down to grammar and mechanics and even transactional analysis. Th
class discussed audience expectations, genre, and levels of style
Such discussions, outside as well as in class, led to thoughtful
revisions. The writing of all the students improved, due to total
immersion in the writing process and increased audience awareness
Course evaluations indicated that students also perceived an
improvement in their own writing. Editing became more incisive an
reliable as well. At the end of the term students graded all thei
peers on the quality of both their editing and their writing. The
students' evaluations did not differ from those of the instructor
Despite the work load, students spoke quite fervently about the
value of the course, indicating that peer evaluation can be a ver
effective teaching tool. (HTH)

ED 226 386 CS 504 107

Gross, Roger
The Promise of the New Actor Training--A Professional Challenge for Teachers.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTIONS- *Acting; *Behavioral Sciences; Drama; Educational Trends; Higher Education; *Intervention; Psychology; *Teacher Education; *Teacher Role; Theater Arts; *Training Methods

In recent years, theatre faculty have come to understand that advanced degrees do not guarantee that a person is qualified for the subtle, complex, and dangerous job of teaching acting, and that actor training has more to do with the problems of human behavior than with the theatre. The fundamental problem with acting is the fear that controls human behavior. Theatre faculty should reach beyond theatre to the human behavior sciences for training techniques that can help students cast off this fear, free their imaginations and learn the skills of self knowledge and perception. Unfortunately, most graduate theatre programs are either unable or not inclined to prepare teachers for this new work, and many of the most valuable new techniques drawn from psychology and therapy are dangerous in the hands of anyone not fully trained. Such teaching is better viewed as intervention (any interaction with another in order to change the other's behavior or attitudes) than as therapy. For any intervention, the instructor must know (1) what the specific intended impact of the intervention is, (2) the psychic or somatic mechanisms by which the intervention is expected to work, (3) any particular dangers posed by the technique, and (4) how to judge the actual impact of the intervention. Acting teachers must, in effect, become psychologists. What is needed is a thoughtful outline of a course of study for acting teachers and a full research bibliography of sources in the burgeoning territory of the sciences and technologies of human behavior. (HTH)

ED 226 417 EA 015 341

Cohen, S. Alan
Effective Curriculum and Instruction: The Instructional Psychologist's View.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Role; Criterion Referenced Tests; *Curriculum Design; *Educational Objectives; Elementary Secondary Education; Individualized Instruction; *Mastery Learning; Models; Program Implementation; Student Motivation; Teaching Methods; *Tim on Task

Effective curriculum is based on a mastery learning model. According to Carroll's mastery learning model, learning rate is partially a function of student "perseverance" or time on task, which is in turn determined by a learner's entering repertoire and the quality of instruction. Although the mastery-learning model looks simple, its execution is enormously difficult. Difficulties include designing scope and sequence of curriculum, varying instructional time to fit different learning rates, varying conten and level, and sustaining administrator commitment. Since implementing mastery-based curriculum is so difficult, it is often distorted into more traditional curriculum. This means that mastery-based, assessment-driven curriculum is often distorted int time-based, assignment-driven curriculum. At the curricular level, this distortion is evidenced by such things as low motivation, tes that do not truly measure mastery, and traditional grading. At the instructional level, the seven criteria for mastery learning are often distorted. These criteria include precise definition of instructional objectives, direct instruction, immediate feedback, appropriate level of instruction, modular learning, stimulus control, and critical response. Although research shows mastery learning to have superior results, it will not be successful in schools unless its distortions are eliminated. (JM)

ED 226 492 EA 015 445

Carnoy, Martin
Educational Adequacy: Alternative Perspectives and Their Implications for Educational Finance.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 442.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Definitions; Educational Assessment; Educational Attitudes; *Educational Economics; Educational Objectives; *Educational Quality; Equal Education; Political Influences; Public Policy
IDENTIFIERS- *Educational Adequacy; Politics of Education

Six ways of viewing educational adequacy, the financial implications of these six definitions, and the political and economic bases for utilizing particular concepts of adequacy in the context of an American-style democracy are considered in this document. According to the definitions, educational adequacy can be measured in terms of the amount of education completed; the efficiency of the program in raising test scores without increasing expenditures; the equality of the education (described either as the provision of equal treatment to all groups or as the achievement of equal performance by all groups); the degree of social competency developed in the students; the quantity of human capital generated relative to the financial investment; or the equality of opportunity created (described either as the ability of all groups to obtain equal returns on educational investments, or as the equalization of income opportunities across groups). The author argues that America's governmental bureaucracy has an interest in maintaining conditions favorable to capitalism and is not automatically responsive to majority opinion. Under these conditions, concepts of educational adequacy develop as a result of pressures placed on the dominant society by subordinate groups and are thus defined politically and serve political purposes. (Author/PGD)

ED 226 136 CE 034 921

Chatham, Karen M.
Employment Practices with Entry-Level Workers. Research Brief.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; Career Education; *Decision Making; Employer Attitudes; Employment; *Employment Potential; *Employment Practices; Employment Qualifications; *Entry Workers; Interviews; Job Application; *Job Skills; Job Training; Office Occupations; Personnel Policy; Sales Occupations; Service Occupations; Supervisors; *Young Adults
IDENTIFIERS- *California (San Francisco Bay Area)

Personnel officers and first-line supervisors in eight Bay Area corporations were interviewed in fall and winter 1981 to study the range and diversity of employer experience in dealing with young workers. Respondents indicated various primary sources of applican for entry-level jobs. Approximately two applicants out of every three were eliminated from consideration on the basis of their written job applications, sometimes accompanied by very brief interviews with personnel specialists. A final selection was made based upon separate, lengthier interviews by personnel officers an the first-line supervisors. The first-line supervisors made the final decisions. Respondents identified as characteristics that affected employee selection or performance (1) the ability to communicate, (2) appearance/presentability, (3) stable work experience, (4) self confidence, (5) interviewing skills, (6) desi to learn, (7) completion of an accurate application, (8) grammar, and (9) the desire to advance. The preferred source of entry-level applicants were community-based organizations (CBOs) operating general work-readiness and specific vocational training programs, such as Comprehensive Employment and Training Act programs. Some corporations invested considerable staff time in developing and maintaining relationships with CBOs. Specific behaviors identified as needed for advancement were the proper work attitude, organizational skills, initiative, interpersonal skills, and flexibility. (YLB)

ED 226 164 CE 035 006

Project MAVE. Model for Articulated Vocational Education.
Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Advisory Committees; *Articulation (Education); *Coordination; *Curriculum Development; *Educational Cooperation; Educational Needs; Elementary Secondary Education; Guidelines; Inservice Teacher Education; *Interschool Communication; Meetings; Models; Needs Assessment; Organizational Climate; Planning; Questionnaires; Teacher Workshops; *Vocational Education
IDENTIFIERS- Illinois; Illinois Career Education Model; *Project MAV

This articulation guide is one in a series of products emerging from Project MAVE (Model for Articulated Vocational Education). Included in the introductory section are a diagram of the four essential elements for articulation, background to the development of the guide, an explanation of why articulation is needed, a brief overview of the guide, an articulation process model chart, the Illinois Career Education Model, and terms and definitions. Discussed next are various strategies for building a cooperative climate, including formation and use of an articulation roundtable, development of 1- and 5-year articulation plans, and establishment of a joint advisory council. Various methods for expanding communication among staff are covered. Among these are a guest teacher and visit-exchange program, a joint departmental and divisional meeting, and a joint inservice or institute day. The next section is devoted to developing sequenced K-14 programs. Presented next are guidelines for coordinating services, a K-14 student planning guide, and steps for designing and utilizing student profile cards. Appendixes to the guide contain a list of factors leading to good articulation, a career and vocational education needs assessment questionnaire, an outline of the benefits derived from implementing articulation activities, and a suggested articulation timetable. (MN)

ED 226 192 CE 035 081

Search and Rescue Aircrewman/HH3F Avionics, 2-11. Military Curriculu
Materials for Vocational and Technical Education.

Coast Guard Inst., Oklahoma City, Okla.; Ohio State Univ., Columbus.
National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 80
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Aircraft Pilots; *Aviation Mechanics; Aviation Vocabulary; Behavioral Objectives; Correspondence Study; Engines; *Learning Activities; Learning Modules; *Mechanics (Process); Military Training; Postsecondary Education; Programed Instructiona Materials; *Rescue; Secondary Education; Technical Education; *Uni of Study; Vocational Education; Workbooks
IDENTIFIERS- *HH 3F Helicopter; Military Curriculum Project

This self-paced, individualized course, adapted from military curriculum materials for use in vocational and technical education, teaches students the skills needed to become a qualified avionics worker and aircrew rescuer on the HH-3F helicopter. The course materials consist of four pamphlets: two student workbooks and two student syllabuses. The first pamphlet covers such subjects as rotary wing theory of flight, HH-3F familiarization, aircraft systems and communications. In order to give the student a thorough knowledge of the aircraft and systems in order to perform routine inspections and systems troubleshooting, the pamphlet includes the following aircraft systems: hydraulics, electrical, landing gear, wheel brakes, ramp, rescue hoist, auxiliary power unit, engine fire detection, heating, ventilation, anti-ice, and fuel. The second pamphlet concerns the HH-3F helicopter power train covering the mai rotor assembly, transmission system, flight control system, and an in-depth study of the T58-GE-5 engine. These workbooks include reading assignments with student objectives, self-tests, and answer to the tests. The two student syllabuses contain material for the flight mechanic and for the hoist operator. (KC)

ED 226 206 CE 035 106

Speaking & Listening in Vocational Education.
Oregon State Univ., Corvallis. Vocation-Technical Education Unit.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Communication Skills; Fused Curriculum; Guidelines; Instructional Materials; Learning Activities; *Listening Skills; Secondary Education; *Speech Communication; *Speech Skills; *Vocational Education

This handbook is designed to help vocational teachers promote the development of student oral communication skills in cluster programs. It is divided into two major sections on speaking and listening. Covered in the unit on speaking are the following topics the importance of speaking in general and in vocational education classes in particular, specific speech skills that are needed, assessment of speech skills, elements of good speech, and transmitting information. The section on listening deals with various issues, including the importance of listening in general an in vocational education in particular, the specific listening skill that are needed, what teachers can do about their students' listening habits and skills, formal and informal methods teachers can use to assess listening, listening to content, and listening to intent. The first part of each section contains definitions, skills and assessments. The remainder of each section describes the concepts and gives suggestions for implementing skills in the classroom via an assortment of activities. (MN)

ED 226 220 CE 035 147

Medical Secretary and Medical Office Assistant Curriculum Guide.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 83
AVAILABLE FROM- Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824 ($14.50).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Accounting; Banking; Behavioral Objectives; Bookkeeping; Business Correspondence; Competency Based Education; Course Descriptions; Definitions; Equipment Maintenance; Filing; Guidelines; *Job Skills; *Medical Assistants; Medical Record Technicians; *Medical Services; Office Machines; *Office Occupation Education; Payroll Records; Receptionists; Recordkeeping; Reprography; Secondary Education; *Secretaries; State Curriculum Guides; Supervisory Methods; Typewriting; *Word Processing
IDENTIFIERS- Inventory Control; Michigan

This curriculum guide consists of materials for use in teaching a competency-based course to prepare students for employment as medical secretaries or medical office assistants. The first part of the guide contains introductory information, including a description of the development of the guide, an equipment list, a list of criteria for evaluating the mailability of typewritten or processed documents, a sample word processing concepts course outline, descriptions of different office environments, an outline of procedures in the word processing cycle, and a task list for medical secretaries and medical office assistants. The 145 tasks addressed in the guide are organized around the following 13 job duties: receiving and interviewing people; performing telephone operations; handling mail; performing accounting, banking, credit, and payroll functions; preparing documents, correspondence, and reports; maintaining files, records, and logs; duplicating and assembling documents; performing word processing; maintaining inventories; maintaining machines and office equipment; performing medical specialties; supervising and training; and performing clinical tasks. Included on the task sheets are a task statement, achievement indicators, evaluation criteria, lists of equipment needed, student learning activities, teacher activities, and a performance test description. A 20-page bibliography is also provided. (MN)

Bonnet, Deborah G.; Isherwood, Kimberley K.
Report to Congress on the Career Education Incentive Act (P.L. 95-207).
Bonnet Phelps Associates, Indianapolis, IN.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Div. of Career Education.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Annual Reports; *Career Education; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Financial Support; *Program Effectiveness; *Program Implementatic School Business Relationship; School Community Relationship; Schoc Districts; State Programs
IDENTIFIERS- Arizona; California; *Career Education Incentive Act 1977; Connecticut; Florida; Idaho; Pennsylvania; Texas; Virginia

In order to assess the effectiveness of the Career Education Incentive Act (CEIA) of 1977, data were collected from a review of eight states' fiscal 1980 and 1981 annual reports as well as from study conducted by the American Institutes for Research. According to these data, CEIA monies have indeed been allotted and matched as prescribed by the act. Furthermore, the Division of Career Education, U.S. Department of Education has assumed a national leadership role in career education as well as an administrative one. The CEIA has also strengthened the role of state leadership i career education. In distributing local education agency (LEA) grants, some states have opted for intensity by concentrating resources in a small number of LEAs, while others have favored breadth by awarding large numbers of small grants. The CEIA has created widespread awareness of and involvement in career educatio not only within the elementary and secondary education community, but also among the business/labor/industry community. Finally, all the data reviewed indicated that the CEIA has strengthened states' capacities to promote career education on an ongoing basis. (Appended to the report are (1) a list of career education funds disbursed to each state in fiscal years 1979 through 1982 and (2)

ED 226 248 CE 035 245

Norton, Robert E.; And Others
Involve the Community in Vocational Education. Module LT-F-3 of
Category F--School-Community Relations. Competency-Based Vocatio
Education Administrator Module Series.
**Ohio State Univ., Columbus. National Center for Research in
Vocational Education.**
SPONS. AGENCY- Consortium for the Development of Professional
Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-111-6
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional
Materials, 120 Driftmier Engineering Center, Athens, GA 30602
($5.15; complete set--$151.80).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Education; Case Studies; *Community
Involvement; Community Resources; *Community Role; Competency Ba
Education; Higher Education; Individualized Instruction; Job Ski
Learning Activities; *Management Development; Postsecondary
Education; School Administration; School Community Relationship;
Secondary Education; *Vocational Directors; *Vocational Educatio

This module, one in a series of competency-based administrator
instructional packages, focuses on a specific competency that
vocational education administrators need to be successful in the
area of school-community relations. The purpose of the module is
give administrators skills in involving the community in vocation
education by providing information and practice activities on
identifying appropriate participants and the roles they can play
on developing a community involvement plan. An introduction provi
terminal and enabling objectives, a list of resources needed, and
glossary of selected terms. The main portion of the module includ
four sequential learning experiences. Overviews, which precede ea
learning experience, contain the objective for each experience an
brief description of what the learning experience involves. Each
learning experience consists of a number of activities that may
include information sheets, case studies, samples, checklists, an
self-checks. Optional activities are provided. The final learning
experience also provides an assessment form for administrator
performance evaluation by a resource person. (YLB)

ED 226 309   CG 016 612

Benjamin, Libby; Walz, Garry R.
Violence in the Family: Child and Spouse Abuse.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-78-0005
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($9.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneou (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Battered Women; *Child Abuse; Civil Rights; *Counseling Techniques; Crime Prevention; *Crisis Intervention; Family Environment; Family Relationship; Individual Characteristics Intervention; *Prevention; Program Descriptions; School Role; Socia Problems
IDENTIFIERS- *Family Violence

The two sections of this monograph deal with child abuse and spous abuse as separate issues. The authors discuss the factors that have contributed to these problems, including historical antecedents, attitudes, and practices; and identify the characteristics of abusive caretakers of children, violent spouses/partners, and abused or neglected children. Sample intervention and treatment strategies are described, as well as broad components that should be part of any effective preventive or treatment program. Each section includes recommendations for future action intended to ameliorate and/or prevent abuse of children and spouses and help them to lead less fearful lives under more positive conditions. References are provided at the end of each section. (Author)

ED 226 324 CS 006 993

Blair, Timothy R.
Development of Inservice Models to Implement Teacher Effectiveness Research Findings.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Change Agents; Educational Change; Elementary Secondary Education; Faculty Development; *Inservice Teacher Education; *Models; *Teacher Attitudes; Teacher Characteristics; *Teacher Effectiveness

The most popular approach to effective change in teacher inservic programs is predicated on an organizational or bureaucratic problem-solving model that does not take into consideration teacher attitudes. A study of inservice programs both highlighted the implementation stage as being crucial for determining whether a proposed change would be successful and isolated effective and ineffective implementation strategies. The study also identified th degree to which teachers believed in themselves and their ability t be successful with all students as a major factor in the change process. In order to incorporate teacher effectiveness findings int classroom practice, a recommended strategy would be to focus on attitudes and implementation. This approach stresses teacher potential rather than deficiencies, allows teachers to use alternative pedagogies to accomplish a goal, and recognizes teachers' individual styles and personalities as well as the traits of individual classrooms. Other key components of an inservice mode that focuses on the classroom teacher as the real agent of change include (1) faculty identification of goals and objectives congruen with their assumptions and beliefs, (2) continual monitoring of proposed changes, and (3) adaptation of changes being implemented t pupils and programs. (HTH)

ED 226 432 EA 015 359

O'Reilly, Robert C.; Parker, Larry
Censorship--or Curriculum Modification? Revised.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Board of Education Role; Books; *Censorship; Court Litigation; Elementary Secondary Education; Films; *Freedom of Speech; Parent School Relationship; *Reading Material Selection; School Libraries
IDENTIFIERS- *First Amendment; Pico v Island Trees Union Free Schoo District

The rights and responsibilities of boards of education in restricting the availability of certain materials through school libraries are considered in this report. The document first treats the relationship between the demands of the First Amendment and parents' expectations regarding the appropriateness of certain materials for their children. Several court cases affecting the authority of a school board to review and remove materials from the school library are reviewed briefly. Following a brief exploration of the commonly held belief that certain information should be released to children only as they mature sufficiently, the document discusses "Pico v. Island Trees Union Free School District," a case in which parents sued a board of education to have books returned t library shelves. The authors recommend that school boards develop specific book procurement policies and a statement of guiding philosophy, and that these should allow citizen involvement in book removal processes. (PGD)

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ED 226 461 EA 015 406

Letteri, Charles A.
Cognitive Profile: Increasing Student Performance.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (
Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Achievement Gains; Cognitive
Ability; *Cognitive Measurement; *Cognitive Processes; Elementar
Education; Mothers; Parent Influence; *Remedial Instruction;
*Student Characteristics
IDENTIFIERS- Cognitive Controls

Past and ongoing research on cognition indicates that its effec on academic achievement are more direct than those of environment affective, or behavioral factors. The research has analyzed cognitive factors, the remediation of cognitive differences, and transferability of remediation practices. Other cognition researchers have focused on single dimensions of cognitive controls--that is, people's information processing habits. The present researchers instead have focused on seven cognitive contr dimensions, including reflective-impulsive, scanning, analytic/global, breadth of category, tolerance for ambiguity, leveling/sharpening, and complexity. By constructing a "cognitive profile" based on bipolar aspects of the seven dimensions, the researchers identified three types of cognitive profiles and foun that the types differentiated students by grade level and also predicted achievement and allowed the tracking of grade-level differences through time. Studies of experimental and control gro from the two lower profile types suggest that strategies and materials can remediate cognitive problems and move students into the top cognitive profile type. Other studies indicate that mothe cognitive profiles are related to those of their children below a 6 but not for those above age 8. (RW)

ED 226 462 EA 015 40

ED 226 507 EA 015 460

Vandalism. A Study of School Vandalism. Number One.
Southwest Texas State Univ., San Marcos. Center for Juvenile Delinquency Prevention.
SPONS. AGENCY- Texas Governor's Office, Austin. Criminal Justice Div.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adolescents; *Crime Prevention; Educational Change; Educational Facilities Design; Elementary Secondary Education; Guidelines; Institutional Characteristics; *School Buildings; School Security; *School Vandalism; Student Characteristics; Student School Relationship

Written to help school administrators and community leaders, this pamphlet discusses school vandalism and ways to prevent it. The first sections highlight the physical, financial, and social costs of vandalism and present a profile of the typical vandal--a young teenage boy. The following sections review the psychological reasons for vandalism, which the authors say are not well understood, and enumerate the characteristics of schools, administrators, teachers, and student-school relations that accompany vandalism. Next, a "primer" on vandalism prevention first notes the inconsistent effectiveness of increased security measures and then recommends techniques for making schools less vulnerable and attractive to attack. Ways suggested to reduce vulnerability include occupying, watching, and controlling access to the school and designing schools with vandalism in mind. Techniques for reducing attractiveness as a target include revising curriculums, changing administrative policy and organizational structure, and involving students, parents, and the community. The final section gives five suggestions for immediate responses to vandalism, including quick repair, formal recordkeeping, and the seeking of restitution. A brief bibliography is appended. (RW)

ED 226 262 CG 016 454

Michaelson, Randy R.; And Others
Factors Related to Coping Strategies Employed by Older Adults.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); *Coping; Emotional Adjustment; *Older Adults; *Personality Development; Personality Traits; Problem Solving; Quality of Life; *Self Concept; Social Adjustment; *Stress Variables

Very little research has been undertaken to assess what factors related to the utilization of coping strategies to deal with the losses associated with aging. Volunteers (N=40) 65 years of age or older were interviewed to determine if people at different levels ego development differ in the number and type of coping strategies employed in response to the occurrence of life events, and whether there were differences in the helpfulness levels of these strategies. The results indicated that: (1) post-conformists reported a significantly greater number of helpful coping strategi for dealing with the stresses of later life; (2) although a number of the coping strategies were employed by a majority of the respondents in both groups, the coping strategies that were employ predominantly by the conformist group involved denying the severit of the event or trying to repress or avoid dealing with the situation; and (3) post-conformists utilized more cognitive strategies that served to enhance their understanding of the situation, formulated alternative courses of action, and anticipat the consequences of their behavior. The findings suggest that the primary factor in effective coping is how the person views the situation and that identification of levels of ego development cou aid in interventions with older adults. (JAC)

ED 226 278 CG 016 471

Hospital School Programs: Guidelines and Directory. 1981 Edition.
Association for the Care of Children's Health, Washington, DC.
PUB DATE- 81
AVAILABLE FROM- Association for the Care of Children's Health, 3615
Wisconsin Avenue, Washington, DC 20016 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Administrator Guides; Directories; Educational Facilities; Educational Objectives; Elementary Secondary Education Health Education; *Hospitalized Children; *Hospital Schools; Interdisciplinary Approach; *Program Design; Program Guides; Stude Development; Teacher Qualifications

These guidelines were designed to provide useful information for hospital school administrators, teachers, and public school staffs in establishing and improving hospital school programs (HSP); and t further define the the position of the Association for the Care of Children's Health concerning the goals of hospital school programs. The rationale of the HSP is discussed, and educational services offered by an HSP are presented including evaluation, instruction, coordination, enrichment, and follow-up. Steps for establishing an HSP are outlined, and standards for HSP personnel are presented including training and qualifications. Space, educational materials programs, and HSP curricula are described; and the importance of communication with the home school and parents is emphasized. Administrative guidelines and HSP public relations needs are noted. A directory of HSP programs arranged by state provides detailed information about the characteristics of the programs, students, ar staff. Other appendices include excerpts from relevant U.S. and Canadian laws, excerpts from Guidelines for the Development of Chil Life Programs, curriculum ideas, sample form letters, an example of an HSP and public school agreement, and a sample of job descriptio (JAC)

ED 226 340 CS 007 017

Sexauer, Celeste Burns; Fuller, Janet A.
Faculty Involvement: The Key to a Successful Tutoring Program.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052) Speeches, Conference Papers,
"Papers Presented at..." (150)
DESCRIPTIONS- Higher Education; Program Content; *Program Evaluati
*Teacher Participation; Teacher Responsibility; *Teacher Role;
*Tutorial Programs; *Tutoring; Tutors
IDENTIFIERS- *Tutor Teacher Relationship

One college's examination of its tutoring program led to conclusions that can be applied to many tutoring programs. The mos important conclusion was that faculty should be involved in as man stages of the tutorial process as possible. Specifically, five conditions should be met to create a productive teacher tutor relationship: (1) the teacher should have a central role in choosi the tutor for the class, (2) the teacher and tutor should understa the goals of the developmental program, (3) the teacher and tutor should understand their respective authority and responsibility, (the tutor should be present and involved in classes, and (5) the teacher and tutor should share their insights, problems, and suggestions. To improve faculty involvement, tutorial coordinators should promote teacher participation in the planning, recruiting, functioning, supervising and evaluating of tutorial programs. (A bibliography of resources concerning tutoring in higher education included.) (JL)

ED 226 356 CS 207 360

Misenheimer, Carolyn
Using Historical Novels to Foster a Love of History.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Elementary Education; Instructional Materials; *Literature Appreciation; *Novels; Reading Materials; *Revolutionar War (United States); *Student Motivation; *United States History; *United States Literature
IDENTIFIERS- *Historical Novels

The most effective vehicle for fostering a love of history in children is the use of historical novels. There are many excellent children's novels of American history, some quite simple and ideal for younger or less proficient readers. Since children tend to form a generalized picture of life and of people in a given era, they should be introduced to as wide a spectrum as possible through their own as well as the teacher's reading. Two books presenting contrasting views of the American colonial rebellion against England's George III are "Fair Wind to Virginia," by Cornelia Meigs, set in the Colonies and "The Reb and the Redcoat," by Constance Savery, which takes place in England. "Touchmar," by Mildred Lawrence, speaks of the lives of young girls during the 1770s, and particularly of girls who wished to have careers. Enid Meadowcroft's story "Silver for General Washington" tells of the training of Washington's troops at Valley Forge. In "Rebel Siege," Jim Kjelgaard portrays the fiercely independent frontiersmen of the southern colonies during the Revolution. Finally, "Johnny Tremain," by Esther Forbes, while difficult for all but the most accomplished fifth graders to read on their own, enthralls every child because it delineates many historical figures, such as Paul Revere and Joseph Warren, and gives children a clear concept of what being American really means. (A list of novels with Revolutionary War settings is appended.) (HTH)

ED 226 371 CS 207 381

Worthington, Roy H., Jr.
Write On: Teaching Written Communication.
Ohio State Dept. of Education, Columbus. Div. of Inservice Educatio
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Creative Writing; *Expository Writing; *Inservice Teacher Education; Instructional Materials; Language Arts; Seconde Education; *Teacher Improvement; Teacher Role; Writing Evaluation; *Writing Instruction; Writing Skills

Designed primarily for the use of language arts teachers in the secondary schools, this inservice resource booklet provides a consistent emphasis on developing and strengthening skills in functional and creative writing. Following an introduction, the booklet presents a brief guide for the inservice leader, and a self-corrective test for teachers on the components of writing and instruction. The major portion of the booklet is divided into two parts The first part introduces functional writing and includes sentence and paragraph building, essay tests, and the research paper. The second part introduces creative writing and includes th short story, the novel and drama, biography, and poetry. Each of t components presented in these two sections contains a discussion o its objective, the instructional concept, and suggested applicatio with learners. A section of general review notes contains appropriate responses to the pretest found at the beginning of the booklet. The booklet concludes with appendixes on poetry, a bibliography, and a glossary. (HTH)

ED 226 402 EA 015 055

Effective Instructional Leadership. The Best of ERIC on Educational Management, Number 67.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 400-78-0007
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Administrator Role; Annotated Bibliographies; Elementary Secondary Education; Instructional Improvement; *Leadership Qualities; *Leadership Styles; Literature Reviews; Principals

Twelve instructional leadership publications that have previously been entered in the ERIC system were selected for annotation in thi booklet. Several articles concern the leadership role of the principal, its definition, and how principals can become leaders. More specifically oriented entries address the role of administrato leadership in improving students' reading skills, teaching composition, and promoting teacher effectiveness. Information for ordering copies of the items reviewed is supplied. (MLF)

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om ED 226 403 EA 015 159

ED 226 447 EA 015 375

Lennon, Gale G.
Strategies for the Improvement of School Management. The Internal
Review--The External Review.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Tests, Questionnaires, Evaluation
Instruments (160)
DESCRIPTIONS- Advisory Committees; Data Collection; *Educational
Administration; Educational Facilities; Elementary Secondary
Education; Guidelines; Records (Forms); *School Districts; *Self
Evaluation (Groups)
IDENTIFIERS- *External Evaluation

To help educational administrators, this guide offers strategies
and instruments for performing an internal review of school distri
management. It also provides guidelines for external reviews and
briefly mentions followup procedures. After discussing the purpose
and uses of school management reviews, the author identifies 32
types of historical and current data to be collected for an intern
review and provides 21 sample data collection instruments, involvi
such areas as the governing board, administrative turnover,
pupil-teacher ratios, dropout rates, test scores, ethnic
composition, finances, courses, and enrollment. The author also ac
a rating sheet on administrators' philosophy and procedures as wel
as questions analyzing district administration and procedures in 1
areas, including philosophy, objectives, nondiscrimination, task
analysis, responsibilities, communication, inservice activities,
salaries, evaluation, effectiveness, curriculum improvement, and
community relations. Two further sets of 13 and 12 questions,
respectively, are focused on facilities for district and building
administrators. The author's summary of the internal review offers
space for identifying areas of improvement and actions to take. Th
section on external reviews discusses the establishment of an
external review committee, areas to review, and committee written
and verbal reports. Sample external review committee reports are
provided. (RW)

ED 226 477 EA 015 425

School Volunteer Programs. Everything You Need to Know to Start or Improve Your Program. Revised Edition.

National School Volunteer Program, Inc., Alexandria, Va.

PUB DATE- 81

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Community Involvement; Elementary Secondary Education; Formative Evaluation; Orientation; Personnel Management; *Program Development; Program Implementation; Records (Forms); *Recruitment; School Districts; *Volunteers; *Volunteer Training

The major factors affecting successful recruitment and utilization of school volunteers are reviewed in this booklet. The possibilities opened by such programs and the control that can be exercised over them are stressed in the opening pages of the document to encourage program implementation and assuage unnecessary fears. A 17-step process for setting up a districtwide program is outlined next; it includes such activities as assessing needs, establishing an advisory committee, developing program goals, selecting an organizational structure, reviewing relevant regulations, recruiting, planning, and evaluating the program. The booklet then discusses the recruitment, selection, orientation, and training of volunteers in more detail. Efforts schools can make to meet the needs and raise the morale of volunteers, take advantage of older volunteers, and fund the volunteer program complete the information provided in the document. References to successful programs illustrate the suggestions made in the text. Appendices include typical job descriptions for volunteers and sample forms for use in requesting volunteers, processing applicants, and evaluating volunteer contributions. (PGD)

ED 226 109 CE 034 527

Citro, Constance F.; And Others
Results from a National Survey of Crafts Membership Organizations. Final Report.
Mathematica Policy Research, Washington, DC.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 5 Jun 79
CONTRACT- NEA-PC-77-39
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Clubs; *Craft Workers; Enrollment; *Group Membership; *Handicrafts; National Surveys; Organizational Effectiveness; *Organizations (Groups); *Organization Size (Groups *Participant Characteristics; Research Design; Research Methodolog

As a beginning step in research on the number, kinds, and characteristics of craftspersons ("crafts-artists") in the United States, a study was made of crafts organizations and their memberships. The survey was conducted to gather information that would permit designing a cost-effective and representative sample survey of individual crafts-artists belonging to organizations and to provide a descriptive picture of the full range of crafts membership organizations and their role in the crafts world. A questionnaire was designed and sent to a preliminary list of 2,400 supposed crafts membership organizations. After elimination of respondents who were not from crafts membership groups, about 1,20 authentic organizations were identified. From these, 947 completed the questionnaires. As a result of the survey, it was estimated tha about 375,000 craftspersons live in the United States, with a larg proportion located in the East-North-Central region and a smaller proportion in the Pacific region. Findings show that more than 60 percent of the organizations are general crafts organizations, whil of those whose members work in the same medium, nearly two-thirds are organizations of fiber artists. Fiber is the primary medium of 38 to 48 percent of the groups. Other media vary by geographical areas of members. Crafts membership organizations are small, averaging about 90 members with only 3 percent of the organizations having 2,000 or more members. Based on the information gained in this survey, recommendations were made to conduct a national surve of individual craftspersons; factors to be considered include geographic area, media in which persons work, organization membership size, sample size, and sample selection. (KC)

ED 226 123 CE 034 783

Williams, Herma; Thompson, Patricia
A Consumer Education Self-Help Manual for Displaced Homemaker Servic
Providers.
Morgan State Univ., Baltimore, Md.
SPONS. AGENCY- Office of Consumer's Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Autoinstructional Aids; *Consumer
Education; Consumer Protection; *Credit (Finance); *Displaced
Homemakers; *Housing; *Inservice Education; Instructional Material
*Money Management; Retraining
IDENTIFIERS- Consumer Complaints; *Legal Rights; Legal Status;
*Service Providers

This manual is designed to allow service providers at displaced homemaker centers to update and refresh their knowledge and information of consumer concepts and to initiate and implement some consumer education services designed to meet the needs of displaced homemakers. Material is divided into five parts. Part 1 focuses on financial management for the displaced homemaker and provides a self-check on financial practices and attitudes as well as a description of and forms for a seven-step approach to financial management. Part 2 addresses credit, including such topics as right under the Fair Credit Reporting Act, the Equal Opportunity Act, and the Truth-in-Lending Act; billing errors; and installment credit contracts. Consumer complaints are discussed in part 3. Redress, complaint letters, sources of assistance, and the Small Claims Cour are covered. Part 4 considers legal rights of displaced homemakers, including legal status as it is related to current marital status, legal rights in employment, social security rights, federal income tax returns, and other taxes. Part 5 deals with housing situations that displaced homemakers find themselves in, points out key resources, and suggests specific steps to help displaced homemakers meet housing needs. (YLB)

ED 226 151 CE 034 957

Productivity Primer. General Introduction and Book 1: Selections fr the National Conference on the Role of Vocational Education in Economic Development and Productivity (Columbus, Ohio, June 24-26, 1981). Special Publication Series No. 35.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 81

CONTRACT- 300-78-0032

AVAILABLE FROM- National Center Publications, Box F, 1960 Kenny Roa Columbus, OH 43210 (General Introduction and Books 1-5--Order No. SN35, $25.00; quantity discounts available).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Change Strategies; *Economic Development; Educational Needs; *Educational Policy; Job Training; Needs Assessment; *Productivity; Program Descriptions; Program Development; Program Effectiveness; Public Policy; School Business Relationship; *Schoo Role; *State Programs; *Vocational Education

IDENTIFIERS- Florida; Georgia; Japan; Ohio; Oklahoma

The first of a series of productivity primers examining the interrelationship among vocational education, productivity, and economic development, this volume contains selections from a national conference on the role of vocational education in economic development and productivity that was held in Columbus, Ohio from June 24 through June 26, 1981. Presented first is the conference agenda. The second section of the document deals with an NBC white paper documentary entitled "If Japan Can, Why Can't We?" Included i this section are an introduction to the NBC white paper, a summary of the film, and the text of panel members' reactions to the documentary. Next, existing vocational education programs designed to foster economic development and productivity in three states--Ohio, Florida, and Georgia--are described. Covered in the fourth section is Oklahoma's strategy for increasing productivity. summary of overall reactions of business and industry representatives to the conference concludes the report. (MN)

ED 226 179 CE 035 036

Parrish, Linda H.
Inservice Teacher Education for Vocational Special Needs Personnel.
PUB DATE- 4 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitude Change; Competence; *Disabilities; Educational Research; Graduate Study; Higher Education; Individual Needs; *Inservice Teacher Education; *Mainstreaming; Preservice Teacher Education; *Program Effectiveness; Program Evaluation; Secondary Education; Special Education; Teacher Attitudes; Teacher Workshops; Teaching Methods; Teaching Skills; Vocational Education *Vocational Education Teachers
IDENTIFIERS- *Texas

In Texas, inservice and preservice education has been mandated fo teacher certification. This education covers least restrictive environment, characteristics of handicapped students, informal assessment, and individualized educational programs. The training provided has taken many forms--statewide conferences, school district inservice, retreats, technical assistance, self instructional modules, and a statewide lending library. A typical workshop for both special and vocational educators might include pre- and post-tests, an informative presentation, interaction with handicapped person, a film, a participatory activity, and a question-and-answer session. Several research projects have assesse the effectiveness of such programs. A Competency Inventory on Vocational Education for the Handicapped has been developed to measure a broad body of knowledge. Another study has compared preservice and inservice education to determine which was more effective in positively modifying attitudes of vocational educators working with mainstreamed handicapped students. Findings are that teacher inservice workshops are the most effective method of modifying attitudes; infusing information into existing vocational education courses is the least effective. Inservice seminars to graduate courses and to public school systems have also been proven effective. (YLB)

ED 226 294 CG 016 487

Dalessio, Anthony; And Others
Problems in Assessing Adverse Impact: 80% Rule and Statistical Significance.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Testing; *Employment Practices; *Equal Opportunities (Jobs); *Evaluation Criteria; Job Applicants; Minority Groups; Personnel Integration; *Personnel Selection; Racial Discrimination; Statistical Analysis; Statistical Significance
IDENTIFIERS- 80 Percent Rule; *Adverse Impact

An essential first step in the investigation of employment discrimination is establishing that the selection procedure has had an adverse impact. The 80% rule and statistical significance (as determined with a chi-square test), two methods of assessing adverse impact, were compared considering the variables: number of applicants (N), proportion of applicant pool who are minorities, majority group selection ratio, and minority group selection ratio. Data analyses indicated relatively few conditions where the two methods led to the same conclusion. Problems found with the 80% rule were: (1) under common conditions adverse impact may be concluded when chance differences between majority and minority selection ratios have occurred; and (2) the 80% rule is sensitive solely to variations in majority group selection ratio. Problems found with the chi-square were that with lower values of N, majority selection ratio and proportion minority, statistically significant chi-squares cannot be obtained; at high values of N, majority selection ratio and proportion minority, trivial differences in selection ratios may result in statistical significance. The findings suggest that more attention needs to be focused on choosing an appropriate assessment of adverse impact. (Twelve tables of statistical data are included.) (Author/JAC)

ED 226 387 CS 504 108

Brown, Karen M.
Declassified Documents.
Freedom of Information Center, Columbia, Mo.
REPORT NO.- FOI-468
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Computers; Confidentiality; *Confidential Records; Disclosure; *Federal Government; Freedom of Speech; *Government Publications; Information Seeking; *Information Sources; Investigations; News Media
IDENTIFIERS- Executive Order 12356; *Freedom of Information; *Freed of Information Act

Journalists and other investigators are daily using declassified government documents to shed light on historical and current events but few have discovered how to tap the wealth of documents once classified but now in the public realm. An executive order from President Reagan eliminating declassification procedures and allowing released documents to be reclassified makes it more likely that documents will remain classified. The Freedom of Information Act (FOIA) has provided access to many documents, although the National Security Administration is virtually excluded from the FOIA. Filing an FOIA request is an "action-producing" mechanism tha forces an agency to act upon a request within 10 working days, but it also helps to know one of three key people in an agency: an archivist, an agency librarian, or a records manager. The key sourc of declassified materials is the National Archives and Records Service, with its 11 archives libraries. Declassified materials may also be found at the Washington National Records Center and in presidential libraries throughout the country. The Carrollton Press system, in Connecticut, contains declassified documents originating from the CIA, the State Department, and various branches of the Defense Department. Access to classifed and declassified documents varies markedly among agencies. A computer data bank with information on which documents from which agencies have been declassified could be a substantial help in answering the backlog c requests for information. (HTH)

ED 226 418 EA 015 342

McGreal, Thomas L.
Developing a Teacher Evaluation System: Commonalities of Those Systems That Function Most Effectively.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (1
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)
DESCRIPTIONS- Classroom Observation Techniques; Elementary Seconda
Education; *Evaluation Methods; *Instructional Improvement;
Instructional Materials; Student Evaluation of Teacher Performanc
Supervisors; *Teacher Evaluation; Teachers; Training

Characteristics that seem to separate effective and ineffective teacher evaluation systems provide a framework for viewing existin evaluation systems and determining necessary changes. Nine commonalities represent the best practices: (1) participants share an attitude that the purpose of an evaluation system is to provide assistance in the improvement of instruction; (2) the requirements placed on the participants in a system completely relect the actua purpose of the system; (3) teacher evaluation is separate from teaching evaluation; (4) some form of goal setting exists between the teacher and the supervisor as the basic supervisory activity; (5) a narrow focus on the teaching act is used for the instruction interaction between supervisors and teachers; (6) preconferences occur prior to observation as suggested by the clinical supervisio model; (7) student evaluation and artifacts (study guides, tests, homework assignments) are used in addition to classroom observatio (8) different requirements are made for tenured and nontenured teachers; and, (9) a complete training program is offered for both supervisors and teachers. (MLF)

ED 226 433 EA 015 360

Haag, Daniel
The Right to Education: What Kind of Management? Studies and Surveys
in Comparative Education.
International Bureau of Education, Geneva (Switzerland).
REPORT NO.- ISBN-92-3-101930-9
PUB DATE- 82
AVAILABLE FROM- Publications, United Nations Educational, Scientific
and Cultural Organization, 7 Place de Fontenoy, 75700 Paris, France
($11.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position
Papers/Essays (120)
DESCRIPTIONS- *Access to Education; Comparative Education;
*Educational Administration; Educational Development; Educational
Trends; Efficiency; Elementary Secondary Education; Enrollment
Trends; Foreign Countries; Futures (of Society); Higher Education;
Management Systems; Organizational Effectiveness; School Statistics
*Systems Approach; Tables (Data); *World Problems
IDENTIFIERS UNESCO

Changes in the management of education can increase the efficienc of educational systems, freeing resources that can be used to increase the availability of education, according to this book. The reader's attention is first drawn to the worldwide crisis facing education--while the demand for education continues to increase, budgets are reaching their practical limits and population is growing more rapidly than educational capacity. The situation seems to call for more efficient management of educational resources. The author notes that efficiency is not the same as effectiveness--that the former is a measure of the performance of a process within a system, while the latter is a measure of the degree to which the system's products are related to its objectives. Accepting this definition of efficiency, this document concentrates on an examination of the application of systems theory to concepts of management in general, to public administration, and, still more specifically, to educational administration. Within the framework o systems theory, the author characterizes schools as open systems an identifies the main management problems confronting education throughout the world. Appendices present both supporting statistics concerning worldwide education and related documentary material developed by the United Nations Educational, Scientific, and Cultural Organization. (PGD)

ED 226 493 EA 015 446

Harnischfeger, Annegret
Educational Adequacy: Is It a Meaningful Concept?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 442.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Assessment; Educational Economics; Educational Finance; *Educational Needs; *Educational Objectives; Educational Practices; Educational Quality; *Educational Resources; Elementary Secondary Education; Equal Education; *Outcomes of Education
IDENTIFIERS- *Educational Adequacy

Concepts that have thus far been developed in connection with determining and assessing educational adequacy have, according to this author, tended to focus most explicitly on educational resources, student achievement, and posteducational earnings, and on the relationships among these educational inputs and outputs. This paper argues that several key elements have been missing from these discussions of educational adequacy, notably the characteristics of the educational goals being addressed and of the students being educated. The needs of different groups of students can be assessed by comparing their capabilities and current competence levels with the educational goals. An adequate education can then be defined as one that meets the specific goals of the local education units (schools and districts) as well as the more general goals of higher level units (state and federal governments) by efficiently relating student educational needs to educational processes in the context of an affordable program. The author discusses the elements central to the concept of educational adequacy, analyzes the critical relationships among these elements, and then responds to eight specific questions posed by the National Institute of Education concerning current and potential definitions of and means of measuring adequacy in educational programs and funding. (Author/PGD)

ED 226 494 EA 015 447

ED 226 137 CE 034 923

Hearing on Employment and Training Proposals. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, Second Session (New York, NY).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 8 Mar 82
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adolescents; Adults; *Community Programs; Disadvantaged; *Employment Programs; Federal Legislation; *Federal Programs; Hearings; Job Placement; *Job Training; Outcomes of Education; Program Effectiveness; Program Improvement; *Unemployment; Youth Employment
IDENTIFIERS- Comprehensive Employment and Training Act; Congress 97th; Proposed Legislation

This document contains a transcript of a hearing concerning the proposed Community Partnership for Employment and Training Act (H.R 5320) and two related bills (H.R. 5461 and H.R. 5533). The transcript York, New York). Act proposes to establish a community public-private training and employment assistance system and to provide employment and training services. The act would replace the Comprehensive Employment and Training Act (CETA) legislation, which was due to expire September 30, 1982. Included in the transcript ar testimony and prepared statements given by CETA program completers, community action organization spokespersons, the mayor of New York City, union representatives, youth employment and training programs staff members, and Private Industry Council representatives, among others. Although differing in perspectives according to the organizations that they represent, those testifying asked that this legislation be passed to continue the job of CETA to provide employment training and job placement to the unemployed and disadvantaged. They pointed out their programs' successes and asked for continuing aid. The speakers especially pointed to the efficacy of community-based organizations and asked that funding for their job training programs be continued. Specific proposals for program revisions and improvements were also made. (KC)

ED 226 165 CE 035 007

Student Handbook for Pre-Employment Skills.
Johnsburg Public School District 12, McHenry, Ill.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Aug 78
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Career Education; *Employment Interviews; Employment Potential; Equal Opportunities (Jobs); *Job Application; Job Layoff; *Job Search Methods; Occupational Tests; Portfolios (Background Materials); Promotion (Occupational); Secondary Education; Unemployment; Vocational Education
IDENTIFIERS- *Preemployment Skills; Resumes

This student handbook accompanies a curriculum guide for a course on preemployment skills related to job searching. (The materials may also be incorporated into another course.) Following an introduction, its next 12 chapters cover topics corresponding to those in the curriculum guide. These chapters provide information on sources of employment, resumes (including a resume format), initial contact with employer, application forms, employment tests, job interviews, rejection shock, being hired, job survival, job advancement, termination of employment, and equal employment rights. A pocket resume form and a check list for a job interview are appended. (YLB)

ED 226 193 CE 035 082

Aviation Structural Mechanic, First Class, 2-12. Military Curriculu
Materials for Vocational and Technical Education.

Coast Guard Inst., Oklahoma City, Okla.; Ohio State Univ., Columbus
National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Aviation Mechanics; Aviation Vocabulary; Behavioral Objectives; *Construction (Process); Correspondence Study; *Learni Activities; Learning Modules; Mathematical Applications; Military Training; Postsecondary Education; Programed Instructional Materials; Secondary Education; *Sheet Metal Work; Technical Education; *Units of Study; Vocational Education; Workbooks
IDENTIFIERS- Military Curriculum Project

This self-paced, individualized course, adapted from military curriculum materials for use in vocational and technical education, teaches students the skills needed to become aviation structural mechanics (first class). The course materials consist of three pamphlets. The first pamphlet covers aircraft maintenance management, records, and reports as required by the standardized maintenance management system. Sheet metal layout and forming, including simple shop mathematics, is the subject of the second pamphlet. Also included are the different forming processes used on aircraft parts. The final pamphlet, aircraft damage repair, is divided into three sections containing the following information: inspection and classification of aircraft damage, types of repairs to be made, and selection of repair materials; general procedures for repairing reinforced plastic and sandwich construction components; and procedures for selecting and using rivets for aircraft repair. Each pamphlet is a student workbook with reading assignments, learning objectives, self-tests, and answers to the tests. Materials are illustrated with line drawings. (KC)

ED 226 207 CE 035 107

Radiology Technician, 10-5. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.

PUB DATE- 78

LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- *Allied Health Occupations Education; Autoinstruction Aids; Behavioral Objectives; High Schools; Individualized Instruction; Learning Activities; Pacing; Postsecondary Education; *Radiologic Technologists; *Radiology; Secondary Education; Tests; Textbooks

IDENTIFIERS- Military Curriculum Project

These five volumes of student materials for a secondary/postsecondary level course in radiology technology comprise one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose stated for the cours is to provide the theory portion of technician advanced training in radiology. The course contains useful information for a beginning student in radiology but is intended for advanced, on-the-job learning for students with prior training in the field. Each volume contains several chapters consisting of several learning objectives with text, text exercises, and an answer key to exercises. A volume review exercise with questions keyed to the text is provided, but n answers are available. The volumes cover these topics: radiographic fundamentals, osteology and positioning, special techniques (mammography, obstetrical radiography, tomography, and stereoscopic radiography), special procedures (contrast studies of the digestive urogenital, respiratory, cardiovascular, and nervous systems), and general information and administration (muscular, integumentary, an endocrine systems; field radiography; and radiation therapy). (YLB)

ED 226 235 CE 035 194

1981 Annual Report to the President of the United States.
National Advisory Council on Adult Education, Washington, D. C.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Basic Education; *Adult Education; Adult Programs; Annual Reports; Cost Effectiveness; Enrollment; Federal Programs; *Hearings; Literacy Education; *Participant Characteristics; *Program Effectiveness; Program Improvement
IDENTIFIERS- *Adult Education Act 1978; *Reauthorization Legislation

Seventeen hearings on the reauthorization of the Adult Education Act were conducted throughout the country by the National Council on Adult Education during fiscal year 1981, according to the Council's annual report. From testimony gathered from adult educators, other human service professionals, clients, elected officials, appointed administrators, and the general public, the council perceived that persons were basically satisfied with the program of adult education, with some revisions needed. Testimony related to how adult learning affected the individuals as workers, as persons, and as citizens and to how it benefited society through self-fulfillment of individuals, enhancement of the quality of life, and promotion of economic strength through preparation for technological training. Witnesses also indicated that the federal government was more than getting its money worth from the programs. The information gathered in these hearings about the Adult Education Act will be analyzed by the council during the next year. (The annual report also contains information on the council members, meetings, structure, officers, and presidential appointees since 1970; state allotments of funds; state administration; expenditures for 1979; enrollment and characteristics of participants by states; and the test of the Adult Education Act.) (KC)

ED 226 310 CG 016 642

Knowdell, Richard L.; And Others
Outplacement Counseling.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-78-0005
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($9.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellane (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Business; Career Development; *Counseling Techniques *Dismissal (Personnel); Emotional Adjustment; *Employees; Employe Employee Relationship; *Employment Counselors; Employment Pattern Employment Practices; Group Counseling; Higher Education; Industr Job Lay Off; *Personnel Policy; Program Descriptions; Reduction i Force
IDENTIFIERS- *Outplacement Counseling

This monographs discusses outplacement counseling (the process o helping a terminated employee secure new employment) in business a industry and in higher education. The first section, outplacement business and industry, describes the emergence of outplacement services and discusses benefits and problems associated with the service. The processes involved in outplacement, i.e., helping the terminated employee adjust to termination, develop new career goal and secure an appropriate new job, are detailed. In addition, an outline for a 3-day outplacement workshop for the business and industry setting is presented as well as a six-page annotated bibliography. The second section discusses outplacement in higher education, focusing on its usefulness for faculty career development. The Virginia Tech Comprehensive Education-Based Caree Development Model is presented along with a report on faculty experience with the model. A four-page biliography concludes the section. Section 3 is a discussion of means to ensure the quality and effectiveness of outplacement services. (JAC)

ED 226 325 CS 006 994

Grover, Susan Hendricks; Cranney, A. Garr
Reading on the Utah Frontier, 1850-1877: The History of the Desere
Alphabet.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Alphabets; Diachronic Linguistics; Educational History; *Letters (Alphabet); *Orthographic Symbols; *Reading Instruction; *Spelling; State of the Art Reviews; Written Languag
IDENTIFIERS- *Deseret Alphabet; Mormons; Utah

This report presents a history of the Deseret alphabet, beginnin with a chapter on English orthography in general and the various attempts that have been made in orthographic reform. The second chapter examines the motives behind the creation of the Deseret alphabet, including the possibilities of a secret Mormon code, a protection from unwholesome literature, a case of being in the ri place at the right time, a phonetic English orthography, and a preparation for a pure language. The third chapter traces the root of the Deseret alphabet: the roots (pre-1850), the developmental period (1852-1857), and the rises and falls (1858-1877). The remaining three chapters examine the practical application of the alphabet, its successes and failures, and the effect the alphabet had on English orthography. Appendixes include a table of common English spellings, the initial teaching alphabet, the Deseret alphabet, an alphabet comparison table, Remy's version, a title p to exercises in phonography, a flyer on secret "Mormon Language," tracings of a coin with the Deseret alphabet, the Deseret alphabe First Book, a section on play from the Deseret Second Book, "Twinkle, Twinkle Little Star" in Deseret characters, the title p and table of contents of "The Book of Mormon" in Deseret characte the minutes of the Parowan State 1855 in the Deseret alphabet with translation, a journal page of Thomas Haskell and his version of Deseret alphabet, tracings from a tombstone with Deseret characte and the "Deseret News" printing of the "Sermon on the Mount." (HO

Davies, Don
Four Keynotes for Citizen Participation in the Schools.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (1
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Agency Cooperation; *Citizen Participation; Communit
 Resources; Elementary Secondary Education; Parent Participation;
 *Participative Decision Making; Power Structure; *Prosocial
 Behavior; *School Community Relationship; Social Values
IDENTIFIERS- *Mutual Aid

Four keynote ideas can help partnerships form between communitie and their schools. The first keynote is a new "social contract" fo education in each community, based on agreement on values, school objectives, and group roles. The second keynote is the "public good." There exists a breakdown of community, a loss of the sense the public good; it can be rebuilt, however, through youth program parent and citizen councils, and citywide organizations and public interest groups. The third keynote involves the reawakening of the idea of "mutual aid" instead of selfishness. Educators should see parents and community members as resour[illegible]d should design educational programs in which learners take more responsibility fo their own and others' learning. "The Home-School Connection," from the Institute for Responsive Education (IRE), reports on such mutu aid. Mutual aid can also include resource and service exchange wit community agencies. The final keynote, "shared power," involves increasing parents' and citizens' roles in educational policy development and decision-making. Recent IRE findings on districts with declining resources indicate the community needs to be integrated into the formal procedures of district governance, not just manipulated. Four criteria help identify such integration. (R

ED 226 508 EA 015 461

Townsel, Alvin H.
Some Fiscal Management Implications of Federal Grant Consolidation.
PUB DATE- 5 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Block Grants; *Educational Legislation; Elementary Secondary Education; *Federal Aid; Federal Government; Federal Legislation; Federal Regulation; Financial Needs; *Financial Problems; Financial Support; Government Role; Money Management; State Government; Tables (Data); Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2

It is too soon to know the effect of federal block grants on education, but one can speculate on their implications for fiscal management by looking at past block grant programs, examining the statutory provisions, and analyzing data available on states and cities. Past federal block grants have involved health, crime, community development, social services, and the Comprehensive Employment and Training Act. Reviewing their stability, accountability, administrative costs, and evaluations indicates that most lacked funding continuity, required different types of accountability, did not always reduce costs, and used varied evaluation methods. Also, program consolidation, as with Title IV of the Elementary and Secondary Education Act, need not require block grants. Statutory provisions in Chapter 2 of the Education Consolidation and Improvement Act of 1981 involve state maintenance of fiscal effort, use of block grants only as supplementary funds, obligation of funds, assurance of private school participation, tighter recordkeeping, and greater state involvement in evaluation. Statistical data show that overall federal aid has been reduced and redistributed, state allotments are unrelated to states' needs, local district allocations are adjusted for many factors, and districts in major urban areas will suffer substantial losses. (RW)

ED 226 221 CE 035 148

1 *Avani, Nathan T.; And Others*
Accounting & Computing Curriculum Guide.
Michigan State Univ., East Lansing. Coll. of Agriculture and Natur
Resources Education Inst.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
Vocational-Technical Education Service.
PUB DATE- 83
AVAILABLE FROM- Michigan Vocational Education Resource Center, 133
Erickson Hall, Michigan State University, East Lansing, MI 48824
($12.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo
Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Accounting; Behavioral Objectives; *Bookkeeping;
*Business Education; *Clerical Occupations; Competency Based
Education; Computation; Computer Assisted Instruction; *Job Skill
Office Management; *Office Occupations Education; Payroll Records
Recordkeeping; Secondary Education; State Curriculum Guides
IDENTIFIERS- Inventory Control; Michigan

This curriculum guide consists of materials for use in teaching competency-based accounting and computing course that is designed prepare students for employability in the following occupational areas: inventory control clerk, invoice clerk, payroll clerk, traffic clerk, general ledger bookkeeper, accounting clerk, accoun information clerk, credit clerk, billing control clerk, and audit clerk. The 107 tasks addressed in the guide are organized around 8 job duties. These are handling accounts receivable, handling accounts payable, preparing financial statements, keeping specific records, performing payroll and personnel functions, maintaining inventory control records, performing miscellaneous accounting and computing functions, and performing office activities. Included on the task sheets are a task statement, achievement indicators, evaluation criteria, lists of needed tools and equipment, a list o resources, teacher activities, student learning activities, and a performance test description. A 13-page bibliography and sample student achievement records are also provided. (MN)

ED 226 249 CE 035 246

Greer, David R.; And Others
Cooperate with Governmental and Community Agencies. Module LT-F-4 of Category F--School-Community Relations. Competency-Based Vocational Education Administrator Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-117-5
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, Athens, GA 30602 ($6.00; complete set--$151.80).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Education; *Agency Cooperation; Case Studies; Competency Based Education; Educational Cooperation; Educational Legislation; Federal Legislation; *Government School Relationship; Higher Education; Individualized Instruction; Institutional Cooperation; Job Skills; Learning Activities; *Management Development; Postsecondary Education; *Public Agencies; School Administration; Secondary Education; State Legislation; *Vocational Directors; Vocational Education

This module, one in a series of competency-based administrator instructional packages, focuses on a specific competency that vocational education administrators need to be successful in the area of school-community relations. The purpose of the module is to teach administrators how to cooperate with governmental and community agencies, including such tasks as complying with and influencing legislators, developing comprehensive plans, and submitting required forms to teach administrators techniques for fostering cooperative arrangements. An introduction provides terminal and enabling objectives, a list of resources needed, and a glossary of selected terms. The main portion of the module includes four sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and brief description of what the learning experience involves. Each learning experience consists of a number of activities that may include information sheets, case studies, samples, checklists, and self-checks. Optional activities are provided. The final learning experience also provides an assessment form for administrator performance evaluation by a resource person. (YLB)

ED 226 263 · CG 016 455

Tesser, Abraham; Campbell, Jennifer
Changes in Self-Definition: A Self-Evaluation Maintenance Strategy
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 82
GRANT- NSF-BNS-8003711
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Change; *Congruence (Psychology); Emotional Response; Models; Performance Factors; Personality Change; Psychology; *Self Concept; Self Concept Measures; *Self Evaluatio (Individuals); Situational Tests; *Social Behavior
IDENTIFIERS- *Self Evaluation Maintenance Model

This paper describes the Self-Evaluation Maintenance Model (SEM) developed by psychologists to learn more about stability and chang in self-definition. An initial section discusses the situational-motivational processes assumed necessary for individua to maintain a positive self-evaluation, i.e., a reflection process and a comparison process. Experimental tests of the model along wi research results are explained. An interpretational questions, dealing with public versus private self-evaluation maintenance, is discussed. A final section discusses the SEM model in relation to other approaches to self-definition, i.e., the situational and the ontogenetic. Directions for future research are indicated. (PAS)

ED 226 279 CG 016 472

Ellis, Thomas E.; Linton, John C.
Training Needs of Mental Health Personnel: A Statewide Survey.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Measures; Community Health Services; Continuing Education; Employee Attitudes; Health Personnel; Mental Health Programs; *Needs Assessment; *Occupational Surveys; *Staff Development; State Agencies; *Training Methods; *Training Objectives
IDENTIFIERS- *Mental Health Workers; *West Virginia

To respond to the need for a coordinated system of training and training resources for West Virginia mental health personnel, the West Virginia Training Resources Center was established in 1979. Hospital and community mental health center administrators and staffs were surveyed to obtain program planning input, i.e., selection of trainee groups, assignment of priority to training areas and topics, and choice of format models for the training programs. Job-title, training and experience levels, and job analyses data were obtained from respondents. A return rate of 50% or 901 valid responses provided a representative cross-section of mental health personnel. Analyses of results indicated that while a need for training was identified the area of greatest need was not suited to traditional continuing education. Non-credentialed personnel, most notably state hospital psychiatric aides, were cited as needing most training, and a skill-oriented training format conducted at the work setting was suggested by the greatest percentage of all groups. To the extent that the results are capable of being generalized, the findings suggest that openness to the needs of training consumers is essential as the most effective means of ensuring that inservice training and continuing education programs continue to exist at necessary levels. (JAC)

ED 226 341 CS 007 018

Ehri, Linnea C.
State of the Art Address: Learning to Read and Spell.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Beginning Reading; Cognitive Processes; Early Childhood Education; *Learning Theories; Miscue Analysis; Oral Reading; Reading Difficulties; *Reading Instruction; *Reading Processes; Reading Rate; Reading Readiness; *Reading Research; Reading Skills; *Spelling; Spelling Instruction

Research on children's oral reading errors provides evidence that both top down and bottom up processes interactively contribute to reading. Syntactic and semantic expectations are sources of information for top down processing, while knowledge of letter-sound relations provides information for bottom up processing. As children learn to read, interaction between top down and bottom up processing becomes more frequent. Since word recognition becomes automatic as readers progress, how rapidly children can read familiar words is an important factor in text reading, distinguishing between skilled and poor readers. Different explanations have been proposed for how children store spellings in memory; most likely spelling is a symbol linking visual representation to a word's pronunciation. Both flashcards and meaningful text help children with some aspects of word learning, but neither method is adequate for acquiring complete word knowledge. Although these ideas on reading have experimental support, many questions about reading comprehension, reading readiness, and the actual classroom practice of the teaching of reading remain to be answered. (JL)

ED 226 357 CS 207 361

Monahan, Brian D.; Monahan, Terry A.
Compute First: Read and Write Later.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Literacy;
*Computer Oriented Programs; *Computer Programs; *Creative Writing
*Early Reading; Language Acquisition; *Language Experience Approac
Microcomputers; Preschool Education; Teaching Methods

A computer program entitled "Story Time" encourages preschool children to use the important language skills that develop during the first 3 or 4 years of life to create and print original stories Although the computer does not write the stories, it aids the children in the creation of stories by prompting them with questions. In order to use the program, a child sits at the termina with an adult. The first few times the program is used, the adult has to read aloud the instructions and do all the typing. However, after using the program a few times, children are able to take on more and more of the responsibility for reading the instructions an typing in the text. Though the program was produced on a TRS-80 microcomputer with two disk drives, it can easily be adapted for us on a microcomputer that can be programmed in BASIC. To use the program, the child and adult simply answer the questions that the program asks and follow the directions: "Press enter when you are ready to continue," "Print," "What is your name?" "What is the firs line of your story?" "End," and so forth. The story, once computed, can be saved on a disk under the name that the child gives the story. The use of the program not only provides a "library" of stories for the child, but it also aids in the development of language skills and the beginning of computer literacy. (HOD)

ED 226 372 CS 207 382

Christenbury, Leila; Kelly, Patricia P.
Questioning: A Path to Critical Thinking. TRIP: Theory & Research into Practice.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill
National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-78-0026
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyo
Rd., Urbana, IL 61801 (Stock No. 38047, $3.50 non-member, $3.00 member).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Classroom Communication; Classroom Techniques; Cognitive Processes; *Critical Thinking; Educational Research; Elementary Secondary Education; *English Instruction; Language Art
Learning Activities; Learning Theories; Prior Learning; *Questioni
Techniques; Schemata (Cognition)

Intended to help upper elementary and secondary school teachers increase their students' critical thinking, this booklet discusses the theory and techniques behind the use of questioning to evoke prior knowledge and further inquiry. The first portion of the booklet discusses the theory and research that underlie the use of questioning, examining questioning hierarchies and how they are used. The second portion of the booklet puts this research into practice, by introducing the questioning circle--a Venn diagram of intersecting questions dealing with the subject matter, personal reality (prior learning), and external reality. The discussion adapts this structure to literature, language, and composition instruction. Managing classroom interaction, such as what to do whe
students cannot, do not, or will not answer, and dealing with short or wrong answers are then explored, and suggestions for encouraging student answers are supplied. The booklet concludes with a discussion on helping students generate their own questions to stimulate further critical thinking. (HTH)

Katz, Ellis
Educational Policymaking. A View from the States.
SPONS. AGENCY- Education Commission of the States, Denver, Colo.;
Institute for Educational Leadership, Washington, D.C.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Collective Bargaining; Disabilities; Educational Attitudes; *Educational Finance; *Educational Policy; *Educationa Trends; Elementary Secondary Education; Federal State Relationshi Finance Reform; Futures (of Society); Governance; Higher Educatio Minimum Competency Testing; *Political Issues; Private Education; School Desegregation; Special Education; State Government; *Statewide Planning; Urban Education
IDENTIFIERS- Politics of Education; Tax Limitations

The major issues currently faced by policy makers in education a the state level are identified and discussed in this report. The information included is drawn from questionnaire and interview responses provided by state-level coordinators of the State Education Policy Seminars (SEPS) (sponsored by the Education Commission of the States and the Institute for Educational Leadership, as well as by SEPS participants) and from written reports, journal articles, and other materials surveying contemporary state education issues. The first part of the report considers the state's changing role in formulating and administeri public policy, the wide variation among the 50 states in issues affecting education, and the impact of the current economic and social situation on attitudes toward education. Part 2 reports on the major issues identified by the SEPS coordinators in the following areas: tax and spending limitations, finance reform, urb education, education for the handicapped, school desegregation, competency testing, private education, collective bargaining, and the finance and governance of higher education. Part 3 explores th governmental and political processes educators must understand before attempting to resolve these issues. The final section suggests issues likely to arise in the near future and factors th will affect their resolution. (Author/PGD)

ED 226 448 EA 015 376

Lennon, Gale G.; Johnson, Merton

A Guide for the Internal Review of Your School Management System: A
Component of the District Office Self Assessment and External Revi
System (DOSAERS) and A Guide for the External Review of Your
School Management System: A Component of the District Office Self
Assessment and External Review System (DOSAERS).

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)
DESCRIPTIONS- Administrator Guides; Committees; Elementary Secondar
Education; *Evaluation Methods; *Guidelines; *Management
Development; *Organizational Effectiveness; Organizational
Objectives; *School Districts; *Self Evaluation (Groups); Task
Analysis

A generic system for evaluating school district management that
be modified and adapted to meet local needs is outlined. To improv
school management, the system proposes procedures for an internal school administrative data collection review and improvement committee and an external review and recommendation committee. Guidelines for the internal review begin with a statement of objectives followed by the responsibilities of the chief administrator, the general chairpersons, and department committee chairpersons. The tasks involve identifying individual and committe
functions, determining what data are to be collected, the form of the data, and the data recipients. The model for the external revi
advises those visiting work areas to be sensitive to the staff and then offers general instructions for the subcommittee and admonitions concerning the report format. Summaries of positive findings from an unidentified number of field tests of the model conclude the presentation. (MLF)

ED 226 478 EA 015 426

Guidelines for Involving Older School Volunteers.
National School Volunteer Program, Inc., Alexandria, Va.
PUB DATE- Apr 78
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Community Involvement; Elementary Secondary Education; *Older Adults; Orientation; Program Development; Records (Forms); *Recruitment; *Volunteers; *Volunteer Training

Asserting that America's senior citizens make up the largest untapped source of talent that can be utilized to assist the schools, this booklet proceeds to provide practical guidelines for recruiting and using older volunteers. The document opens with an exploration of the range of roles older volunteers can fill, then considers the process of assessing school needs for volunteer assistance. Strategies for recruiting senior citizens and technique for interviewing, placing, orienting, and training them are suggested. Examples drawn from the experiences of successful programs illustrate the practicability of the recommendations. Methods for obtaining support for programs and for meeting special problems are also included. Appendices present sample forms and public service announcements and the outline of a procedure for orienting volunteers. (PGD)

ED 226 110 CE 034 528

Cerf, J. George; And Others
Methodology Report: Survey of Crafts-Artists.
Mathematica Policy Research, Princeton, N.J.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 82
GRANT- NEA-PC-79-23
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires
Evaluation Instruments (160)
DESCRIPTIONS- Adults; *Craft Workers; Enrollment; Group Membership
*Handicrafts; *National Surveys; *Organizations (Groups);
Organization Size (Groups); Participant Characteristics; Policy
Formation; Public Policy; *Research Design; *Research Methodology

Research concerning crafts-artists in the United States involved two phases: a survey of craft organizations and members and a surv of professional and subscriber crafts-artists. This report describ the sampling, data collection, and data processing procedures used in the surveys, describes the questionnaires and other materials sent to crafts organizations and crafts-artists, and provides documentation for the results of the surveys. It also forms the basis for assessing the impact of non-sampling error on the information collected. The report is organized into six chapters. Following an introduction and summary of the report, the second chapter describes the two surveys, including acquisition of membership lists and selection of the samples of crafts-artists. Chapter 3 describes the development and pretesting of the questionnaire, while the following two chapters describe the data collection efforts, organization of the surveys, and sample techniques. The final chapter describes file construction and tabulation procedures including variable construction, weighting procedures for members of crafts organizations, and tabulation procedures for purposive surveys. Attachments and appendixes, whic comprise more than half the document, contain the forms used in th surveys as well as procedural documents. (KC)

ED 226 124 CE 034 802

Tindall, Lloyd W.
Vocational Education and Employment for Learning Disabled Students.
PUB DATE- 4 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Vocational Education; *Handicap Identification;
Individualized Education Programs; Informal Assessment; Job
Placement; *Learning Disabilities; Linking Agents; Postsecondary
Education; School Orientation; Secondary Education; Student
Evaluation; Teacher Participation; *Teaching Methods; *Vocational
Education

Strategies and techniques appropriate for providing vocational education and employment to learning-disabled adolescents and adult at both the secondary and postsecondary levels now exist. The first step involves formal and informal activities to appropriately identify learning disabled students. Formal assessments should be conducted by qualified personnel, informal assessments by vocationa teachers in the classroom and shop. Vocational teachers need to be involved in the development of an Individualized Education Program and an Individualized Written Rehabilitation Program. Finally, before instruction begins, students need an orientation to the school, teachers, and instructional environment. Ten main tasks to be accomplished in the vocational education of learning-disabled students are finding a bridge builder to provide a link between vocational education, special education, and other school and community agencies; teaching skills that are in demand; teaching survival skills; teaching how to compensate for reading and writin skill deficiencies; teaching how to solve problems through learnin strategies; teaching the error and correction strategy; teaching i visual, auditory, and tactile modes; teaching skill transfer; and helping to develop self esteem. A final step in the vocational education of learning-disabled students is successful job placemen (Informal assessment instruments are appended.) (YLB)

ED 226 152 CE 034 958

The Role and Responsibility of Vocational Education in Economic Development and Productivity. Position Statement of National Association of State Directors of Vocational Education. Productivit Primer. Book 2. Special Publication Series No. 35.

National Association of State Directors of Vocational Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- Dec 81

AVAILABLE FROM- National Center Publications, Box F, 1960 Kenny Road Columbus, OH 43210 (General Introduction and Books 1-5--Order No. SN35, $25.00; quantity discounts available).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Adult Education; *Economic Development; *Educational Needs; *Educational Objectives; Educational Policy; Educational Trends; Futures (of Society); Labor Force Development; National Programs; Needs Assessment; Policy Formation; Postsecondary Education; *Productivity; School Districts; School Responsibility; *School Role; Secondary Education; State Action; State Programs; *Vocational Education

Vocational education's mission in economic development calls for more active and assertive posture at the national, state, and local levels. If vocational education programs are to meet the challenges posed by the increase of new technologies, vocational administrators must develop a system for updating vocational staff for hiring more instructors from business and industry, for channeling research and development funds to establish a data-based planning and management system to aid in improving training methods and developing systems, and for working together with business and industry to develop competency-based instructional materials. Among the national-level actions necessary to secure vocational education's role in the economic development scheme are the following: development of incentives for states to design training programs needed for reindustrialization, productivity improvement, and national defense concerns; provision of funds for modern facilities and technical equipment; and revision of the existing "apprenticeship training" definition to encourage use of competency-based training programs. Furthermore, state vocational education agencies should develop their comprehensive state plans to include, among other things, development of "fast response" delivery systems for new innovations in high technology areas and provision of outreach programs to locate unemployed, disadvantaged, and handicapped workers and to deliver counseling, training, and support services to them. (MN)

ED 226 166 CE 035 008

WECEP Guide (Second Edition).
Eastern Illinois Univ., Charleston.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Sep 78
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Career Education; *Career Exploration; Career Planning; Cooperative Education; Curriculum Guides; *Educationally Disadvantaged; Federal Legislation; Individual Needs; Job Placement; Job Search Methods; Junior High Schools; Laws; Occupational Clusters; Program Development; Program Implementation; Secondary Education; Self Evaluation (Individuals); State Legislation; Student Employment; Vocational Interests; *Work Experience Programs

This guide is intended for personnel who are responsible for planning and conducting a Work Experience and Career Exploration Program (WECEP), a special cooperative education program for 14- and 15-year-old special needs students. Chapter 1 provides guidelines for program development, including rationale, purpose, advantages, a basic planning guide; check list of activities for organizing a WECEP program, the teacher/coordinator, student identification, and contact persons. Chapter 2 presents information on state and federal rules and regulations regarding child labor as well as the required and optional forms around which WECEPs are organized. Training stations (work experience) are the focus of chapter 3. Chapter 4 provides materials for the in-school related class, career exploration. Four parts (58 lessons) cover these general topics: preparing for the job market, understanding oneself, basic career information, and job clusters (agricultural occupations, business, marketing, and management occupations; health occupations; home economics occupations; and industrial oriented occupations). Each lesson contains these components: lead-in, focus (objectives), sufficient activities for use in a 2-year course, and student worksheets. Answer keys conclude the chapter. Chapter 5 is an annotated listing of suggested resources. (YLB)

ED 226 180 CE 035 037

Swanson, Gordon I.

Policy Studies in Vocational Education. Final Report.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Div. o
Vocational and Technical Education.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Cooperation; Educational Finance;
Educational Needs; *Educational Policy; Federal Aid; Federal
Government; Federal Legislation; Financial Needs; Financial Suppor
*Government Role; *Government School Relationship; Literature
Reviews; Program Effectiveness; *Public Policy; Secondary Educatio
Trend Analysis; *Vocational Education

A project was undertaken to develop a concise restatement and rationale for the basis of a federal role in vocational education and to provide the back-up data supporting the cooperative relationship between the federal role and the subsidiary roles in vocational education. The project's activities were achieved by the work of an eight-member study team that developed a final report concerning the basis for a federal investment in vocational education. Delivered along with the report was a 10-page annex that summarized recent literature on the topic of federal involvement ir vocational education. The success of the project is evident from th fact that the project report was in use even before it emerged in its final form. The report has already been utilized to elaborate the federal role in vocational education, to provide a basis for omitting vocational education from the Vocational Education Consolidation Act, and to establish a rationale for reauthorizing legislation. (Author/MN)

ED 226 295 CG 016 488

Brown, Idalyn S.; Pollack, Robert H.
Sex Knowledge, Sex Guilt and Sexual Behavior among University Students.
PUB DATE- 24 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; *College Students; *Contraception; Higher Education; *Knowledge Level; *Sex Differences; *Sexuality; Student Attitudes; Student Behavior; Student Characteristics
IDENTIFIERS- *Guilt; *Premarital Sex

Previous research has suggested a high level of sexual activity among students, often involving unprotected intercourse. To better understand what factors contribute to consistent use of effective contraception, the relationship between sexual knowledge and sexual behavior and the relationship of sex guilt to sex knowledge were investigated in a pilot study involving 142 college students enrolled in a human sexuality course. Students completed the knowledge portion of the Sexual Knowledge and Attitude Scale, the Mosher Sex Guilt Scale, and the Sexual Behavior Checklist, as well as measures of self-esteem and a demographic and personal history questionnaire. The knowledge, guilt, and behavior measures were readministered at the end of the quarter. Results showed that, in general, actual knowledge had no bearing on sexual behavior; however, those who were more active perceived themselves as knowing more. Sexually active males, but not females, perceived themselves as knowledgeable about contraception. Those with high sex guilt tended to be less sexually active, but also less knowledgeable. The findings suggest a need for research to look at factors most directly relevant to responsible sexual behavior for unmarried, sexually active young people. (JAC)

ED 226 326 CS 006 999

York, Patricia; And Others
Processing Words without Awareness.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; Higher Education; *Language Processing; *Reading Comprehension; *Reading Research; Research Methodology; *Semantics; *Word Recognition
IDENTIFIERS- *Semantic Priming

Three studies were conducted in an attempt to replicate previous research concluding that semantic meaning is accessed in the absenc of conscious awareness. A pattern mask was used to interrupt the processing of stimulus words after 30 milliseconds; at this duratic subjects were not able to identify the stimulus words or even to determine whether a word was present. Experiments 1 and 2 used a forced-choice guessing procedure in which subjects were required tc guess which member of a recognition pair was most similar in either visual or semantic characteristics to a masked stimulus word. Subjects' performance was somewhat higher than chance in Experiment 1, but Experiment 2, in which half of the trials for a given subjec were preceded by a row of Xs instead of a word, indicated that this result could be attributed to guessing strategies. Experiment 3 use a semantic priming procedure that did not require a conscious response to the initial prime word. Results showed the usual semantic priming effect for unmasked primes; however, no priming occurred for masked primes. Thus, these studies did not support the claim that meaning is accessed prior to conscious awareness. (Author/HTH)

ED 226 388 CS 504 109

Brown, Karen M.
Government Classification: An Overview.
Freedom of Information Center, Columbia, Mo.
REPORT NO.- FOI-469
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Confidentiality; *Confidential Records; Disclosure; *Federal Government; *Freedom of Speech; *Government Publication Government Role; News Media; *Presidents
IDENTIFIERS- *Executive Order 12356; *Freedom of Information

Classification of government documents (confidential, secret, t secret) is a system used by the executive branch to, in part, protect national security and foreign policy interests. The systematic use of classification markings with precise definition was established during World War I, and since 1936 major changes classification have originated with successive presidents. Follow President Truman's executive order to formalize a secrecy classification system for nonmilitary agencies, successive presidents through President Carter have gradually decreased the number of agencies authorized to classify information and have improved downgrading and declassification procedures, and promote easier public access to classified information. Under Executive Order 12356 issued by President Reagan, however, documents now wi be easier to classify; higher rather than lower classification levels will be applied when there is any doubt as to a document's confidentiality; and a balancing test weighing the public interes against national security will be eliminated, thus reversing a 30-year trend toward openness in government. The order continues Carter policy of protecting basic scientific information from classification, but departs sharply from the Nixon and Carter policies by eliminating specific time limits for the declassification of materials. Critics contest the order on the grounds that it will increase, not reduce, government classification, and that classification is used more to hide political bureaucratic blunders than for national security. (HTH)

ED 226 419 EA 015 343

Odden, Allan
School Finance in Colorado: An Update. Papers in Education Finance
No. 8.
Education Commission of the States, Denver, Colo. Education Financ
Center.
PUB DATE- Nov 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Assessed Valuation; *Educational Equity (Finance);
Elementary Secondary Education; *Equalization Aid; *Expenditure
Student; *Finance Reform; Fiscal Capacity; Income; School Distric
School District Spending; *State Aid; Tables (Data)
IDENTIFIERS- *Colorado; District Power Equalization; *Fiscal
Neutrality; School District Wealth

A 1977 restudy of Colorado school finance, following a 1974 stu
of the effects of the state's 1973 finance reforms, indicates tha
Colorado school finance is still unequal. Colorado's school financ
program is essentially a resource equalization plan (also known a
"guaranteed tax base" or "district power equalization" plan). The
major changes in the preceding 5 years involved improvements in
property assessment practices and the setting of an authorized
revenue base (ARB) for each district. Assessment of the equity of
Colorado's current school finance structure is based on equality
expenditure per pupil (the amount of variation in such expenditur
across school districts) and on fiscal neutrality (the extent of
relationship between a district's expenditure level and its fisca
capacity). Data from Colorado's 181 districts show the state met
neither equity standard in 1977 (nor did it in 1974). Per-pupil
expenditures vary greatly and are related to districts' ARBs.
Further, expenditure per student and district ARB vary with distr
wealth and income, so the state is not fiscally neutral. The autho
suggest changing both the ARB, claiming it locks in unequal
expenditures among districts, and the guaranteed tax base, which
they say is too high and covers too many districts. (RW)

Windham, Douglas M.

Economic Perceptions of Educational Adequacy.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 442.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Achievement; Academic Standards; *Educational Economics; Educational Finance; Educational Objectives; Educational Practices; Educational Quality; Educational Resources; Elementary Secondary Education; Equal Education; Models; *Productivity
IDENTIFIERS- *Educational Adequacy; Politics of Education

This paper develops a concept of educational adequacy linked to th economic model of the education production function. A production model standard of adequacy in financing education requires a specific and stable definition of adequate educational outcomes, an improved understanding of the relationship between school resources and educational outcomes (necessitating research at the microeducational level of student-school interaction), and a means of optimizing the resource mix within the constraints of resource availability. The author argues that since attempts to establish adequacy either by standardizing inputs or by establishing standardized output goals are unworkable, adequacy may best be defined in terms of educational process standards. Under such an approach, based on a "social minimum" model rather than on ideals of educational equality, a universally adequate process would be defined and its financing mandated despite the recognition that the costs and results might vary from location to location. The author considers the practical and political problems associated with implementing such an approach, then concludes with an exploration of several specific issues affecting the definition and implementation of adequacy standards in education and educational financing. (Author/PGD)

ED 226 138 CE 034 92

Moore, Colleen A.
Corporation Schools: 1900-1930.
PUB DATE- May 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTIONS- Cultural Influences; *Educational History; *Educati
Practices; *Industrial Training; Postsecondary Education; Publi
Schools; Secondary Education; *Socioeconomic Influences; *Trade
Industrial Education; *Vocational Education
IDENTIFIERS- *Corporate Schools

Because of the increased need for a trained labor force to wor
growing industries and because the public schools had failed to
provide such workers, many corporations conducted their own trai
programs during the period 1900-1930. Departing from the older
methods of training foremen and having them train the workers, t
schools provided both general education and job training. Corpor
schools especially stressed educating the workers to the "proper
values that would promote corporate efficiency (thus corporate
profits), and, according to the prevailing social theory, the go
of society would be enhanced. In addition to training workers in
specific jobs and molding industrial values, the corporate schoo
also sought to prepare white, native-born men for promotion to t
executive ranks. The corporate schools were so good at their tas
that public schools began to copy some of their methods. By 1930
however, corporate financial troubles caused by the Great Depres
as well as union troubles and growing public intolerance of the
class-hardening promoted by the corporate schools had caused the
demise. Their tasks were taken over by public schools and vocati
education programs. (KC)

ED 226 194 CE 035 083

Aviation Structural Mechanic, Second Class, 2-13. Military Curricu
Materials for Vocational and Technical Education.
**Coast Guard Inst., Oklahoma City, Okla.; Ohio State Univ., Columbu
National Center for Research in Vocational Education.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo
Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Aviation Mechanics; Aviation Vocabulary; Behavioral
Objectives; *Construction (Process); Correspondence Study; *Learn
Activities; Learning Modules; Military Training; Postsecondary
Education; Programed Instructional Materials; *Safety; Secondary
Education; *Sheet Metal Work; Technical Education; *Units of Stud
Vocational Education; Workbooks
IDENTIFIERS- Military Curriculum Project

This self-paced, individualized course, adapted from military curriculum materials for use in vocational and technical educatior teaches students the skills needed to become aviation structural mechanics (second class). The course materials consist of five pamphlets covering the structural maintenance and repair of aircraft. The first pamphlet provides basic and general safety requirements for aircraft ground handling operations and for work performed on the line, in ships, and in the hangar. The second pamphlet provides basic information on the types, uses, and installation and removal of common types of hardware, such as bolt nuts, and washers as well as miscellaneous hardware, safetying and turnlock fasteners. The types and characteristics of metals used i aircraft construction and the common types of aircraft hardware ar the topics covered in the third pamphlet. The two types of aircraf metals (ferrous and non-ferrous), their characteristics, identification and uses in aviation are discussed. Also included a the factors to be considered when substituting and interchanging metals in aircraft construction. The fourth pamphlet presents an overview of the corrosion process, including identification and removal of corrosive damage, and metal surface preservation, while the final pamphlet provides more detail about the corrosion proces Each pamphlet is a student workbook with reading assignments, learning objectives, self-tests, and answers to the tests. Materia are illustrated with line drawings. (KC)

ED 226 208 CE 035 108

Optometry Specialist, 10-7. Military Curriculum Materials for Vocational and Technical Education.
Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Course Content; Course Descriptions; Curriculum Guides; High Schools; Learning Activities Lesson Plans; Ophthalmology; *Optics; *Optometrists; *Optometry; Postsecondary Education; Secondary Education; Workbooks
IDENTIFIERS- Military Curriculum Project

These lesson plans and study guides for a secondary/postsecondary level course in optometry comprise one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose stated for the 128-hour course is to train students in basic ocular anatomy and physiology, basic optics, use and maintenance of optometric testing equipment, visual therapy, medical ethics, medical technology and techniques, asepsis, and ocular first aid and emergency treatment. Introductory instructor materials include a course chart; a plan of instruction detailing units of instruction, criterion objectives, lesson duration, and support materials needed; and a specialty training standard for student performance evaluations. A lesson plan and a study guide ar provided for each of two blocks of instruction: Introduction and Basic Optics (geometric optics, ophthalmic optics, professional and patient relationship) and The Visual System (anatomy and physiology of the visual system, the eye as an optical instrument, ocular emergencies and first aid). Lesson plans outline course content. Th workbook includes objectives, informative materials, exercises, and answer keys. Several commercial texts, films, slide sets, and videotapes are recommended for use but are not provided. (YLB)

ED 226 236 CE 035 197

Hargrave, Lou A.; And Others
Comprehensive Analysis of Follow-up Data for Students Enrolled in Traditional and Nontraditional Vocational and Technical Programs. FY 1978-79, FY 1979-80, FY 1980-81.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
PUB DATE- 24 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Education Work Relationship; Employed Women; *Employer Attitudes; *Employment Patterns; Females; Followup Studies; Males; *Nontraditional Occupations; Occupational Aspiration; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Secondary Education; Vocational Education; Vocational Followup; *Wages
IDENTIFIERS- *Oklahoma

This study analyzed Oklahoma's completion status reports, student follow-up findings, employers' ratings, and wages of secondary and adult traditional and nontraditional students from vocational and technical education programs for fiscal years 1978-79, 1979-80, and 1980-81. (Complete statistical data calculations for each area analyzed are included in the appendix.) The study concluded that although nontraditional students usually do not rate as well as traditional students of the same sex, when the nontraditionals are compared to traditional students of the opposite sex from the same programs, they do as well and frequently better than the traditional students. According to the wage section of this study, secondary female nontraditional completers do make significantly less than their male counterparts. However, in the last 2 years studied, the adult female nontraditional completers did not earn any significant differences in wages compared to the adult male traditional completers. Also, the adult female nontraditional completers made significantly more than female traditional completers. No significant differences were found in the 3 years studied where male nontraditional completers received significantly any more or any less than female traditional completers. (Author/KC)

ED 226 264 CG 016 456

Hirschfeld, Madeline
The Imposter Phenomenon in Successful Career Women.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTIONS- Attribution Theory; Career Choice; Career Developmen *Employed Women; Fear of Success; Females; *High Achievement; Nontraditional Occupations; Occupational Aspiration; Parents; *Predictor Variables; *Self Concept; *Success
IDENTIFIERS- *Imposter Phenomenon

Many successful career women fail to reach their full potential because of the imposter phenomenon, an inabiltiy to experience themselves as successful career persons. Career women were studie to investigate variables which may be used to predict the imposter phenomenon and also to test the hypothesis that successful career women who are able to attribute their successes to internal factor e.g., ability, may suffer less from the effects of the imposter phenomenon. Successful women (N=80) in traditionally masculine careers completed questionnaires containing five scales (perceptio of self, acceptance of self, perception of career success, toleran for ambiguity, and perception of parental career orientation) and demographic questions. Results showed that discrepancies between self-perceptions of the ideal person in one's field, retrospective perceptions of parental career orientation, and attributions of causality for career success contributed significantly to the prediction of the imposter phenomenon. The findings suggest that successful career women who suffer from the phenomenon have not identified and internalized those aspects of themselves that have been responsible for their career achievements. (PAS)

ED 226 280 CG 016 473

McCombs, Barbara L.
Enhancing Student Motivation through Positive Self-Control Strategies.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Learning Modules; *Military Personnel; Military Training; Motivation Techniques; Outcomes of Education; *Programed Instructional Materials; Program Effectiveness; Self Concept; *Self Control; *Skill Development; Student Attitudes; *Student Motivation
IDENTIFIERS- Motivational Skill Training Package

In response to reports that many students entering military technical training lack not only effective reading skills and cognitive learning strategies, but also demonstrate skill deficiencies in exercising personal responsibility, the Motivational Skill Training Package was developed to help students acquire and implement positive self control in learning and personal situations. To assess the effectiveness of the skills package, students (N=82) in the Air Force's Precision Measuring Equipment (PME) course participated in the motivational skill training. The seven printed, self-instructional modules, e.g., values clarification, career exploration, goal setting, stress management, and effective communication, were augmented by instructor training and small group discussions. Students completed end-of-module tests of knowledge and attitudes and a pre/post-training test. Results indicated that compared to a control group, students completing the motivational skill training had significantly higher post-training test scores on items covering training concepts, scored significantly higher on PME course tests, and had a significantly lower test failure rate. The findings suggest that training students in a variety of self-control strategies can contribute to improved performance and motivation. (JAC)

ED 226 311 CG 016 643

Walz, Garry R., Comp.; And Others
Resources for Guidance Program Improvement. Volume I.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; Office of Elementary and Secondary Education (ED), Washington, DC. State and Local Education Programs.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 400-78-0005
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($18.50).
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneo (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Career Counseling; Consultation Programs; *Counseling Techniques; *Guidance Programs; Information Sources; Needs Assessment; Program Descriptions; *Program Development; *Program Effectiveness; *Program Improvement; Public Relations; School Counselors; Secondary Education; Testing

Designed for use by counselors, guidance directors, school administrators, school board members, and anyone interested in the improvement of school guidance programs, this resource book provide a collection of over 100 guidance program models and individual guidance practices. The format consists of references (bibliographi information with abstracts), syntheses (bibliographic information with extensive overview of the material) and syntheses with samples (bibliographic information, overview and actual instruments, practices, and models which can be reproduced). ERIC materials are identified with the ERIC document number; availability information for other resources is provided. The materials are organized in three sections representing elements of a comprehensive guidance program: (1) guidance program components, i.e., program models, needs assessment, program evaluation, public relations, consultation, and counseling and technology; (2) educational planning in guidance services, i.e., testing and testing programs, services for the college bound, and special needs services; and (3 life and career planning, i.e., counseling for basic life skills, personal counseling, and career counseling. (JAC)

ED 226 434 EA 015 361

Fernig, Leo R.
The Place of Information in Educational Development. Studies and Surveys in Comparative Education.
International Bureau of Education, Geneva (Switzerland).
REPORT NO.- ISBN-92-3-101822-1
PUB DATE- 80
AVAILABLE FROM- Publications, United Nations Educational, Scientif
and Cultural Organization, 7 Place de Fontenoy, 75700 Paris, Fran
($9.25).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Comparative Education; Cooperation; Educational Research; Foreign Countries; *Information Dissemination; *Information Networks; *Information Utilization; International Programs; National Programs; Regional Characteristics
IDENTIFIERS- *International Conference on Education 1977; International Cooperation

The role of information about education in the development of education around the world is considered in this book. The volume begins by examining the needs of various categories of educators f
information, the uses to which such information can be put, the processes and reasons for generating and recording information, an
the methods and systems used to disseminate information. The autho
next reviews current practices and systems used for information utilization and dissemination in the major regions of the world. A number of common issues affecting attempts to improve educational information, its dissemination, and its use are then identified an
discussed. These issues include the relationship of educational an
other types of information, the merits of explicit and implicit policies concerning educational information, the assignment of rol
in information networks, the provision of resources to meet information needs, the place of technology, and the role of specialists. The international exchange of educational information is treated next. A concluding section reviews the problems relativ
to educational information posed by the improvement of educational systems, and some solutions to them, as identified by participants in the 1977 International Conference on Education. An appendix presents the full text of the conference's recommendations. (PGD)

ED 226 463 EA 015 408

Gray, Sandra T.
Managing School Volunteers--Eight Keys to Success.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (1
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Us
(055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Role; Cooperative Planning; Elementar
Secondary Education; Guidelines; Program Administration; Program
Evaluation; Publicity; *School Business Relationship; School
Community Relationship; School Policy; Urban Schools; *Volunteer

The present is a good time for school-community collaboration, the National School Volunteer Program in Alexandria (Virginia) is helping by providing assistance and training for schools' volunte programs. Eight principles characterize effective volunteer programs, including (1) strong top-level support from superintendents and school boards; (2) formal writter policies, t help keep volunteer programs in the budget; (3) a manager or coordinator of volunteers; (4) people (rather than money), especially from local businesses; (5) many options for volunteers choose from; (6) systematic and collaborative planning, with teachers involved; (7) promotion with gusto, especially through th mass media; and (8) evaluation, built in from the start and used program improvement. Many of the high schools given recognition awards by the Ford Foundation had effective volunteer programs, including schools in Salt Lake City (Utah), Tulsa (Oklahoma), Columbus (Ohio), and Seattle (Washington). School-business partnerships, such as through adopt-a-school programs, have prove successful in such places as Los Angeles and Oakland (California) Houston and Dallas (Texas), Montgomery County (Maryland), Detroit (Michigan), Memphis (Tennessee), and New Orleans (Louisiana). (RW

Anderson, Stuart A.
Successful School Board Meetings.
Illinois Association of School Boards, Springfield.
PUB DATE- Jun 82
AVAILABLE FROM- Publications, Illinois Association of School Boards 1209 South Fifth, Springfield, IL 62703 ($8.00; quantity discounts)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Board of Education Policy; Board of Education Role; *Boards of Education; Decision Making; Elementary Secondary Education; Formative Evaluation; Legal Responsibility; *Meetings; News Media; Orientation; Public Relations; Recordkeeping; School Law; State Legislation
IDENTIFIERS- Agenda Setting; *Board of Education Members; Illinois; Minutes of Meetings

This handbook is intended to help school boards become more effective governing bodies by becoming more efficient in conducting routine business, improving their abilities to reach constructive decisions and to solve problems, making their meetings sources of good will among members, students, and the community and developin and following written policies and procedures for conducting board meetings. In addition to furthering these general goals, the handbook provides an introduction to the laws regulating the conduc of board meetings in Illinois. The work is presented in 10 chapters that focus on organizing the school board, Illinois legal requirements, planning for meetings, conducting meetings, the dutie and responsibilities of meeting participants, recording the meeting decision making, dealing with the public, working with the news media, and evaluating board meetings. Among the topics covered are the election and orientation of new members, designing an agenda, handling minutes, conducting closed meetings, adopting policy, and dealing with school administrators. Sample policy statements are provided to illustrate ways to put the text's suggestions into practice. Appendices and exhibits include articles, statements, checklists, and other materials supporting and enriching the text. (PGD)

ED 226 509 EA 015 462

Robertson, Linda
The Role and the Evaluation of Ohio's Elementary Principals: Does It Focus on Leadership Effectiveness? A Research Study.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Evaluation; *Administrator Qualifications; Board of Education Role; Competence; Elementary Education; *Evaluation Criteria; Evaluation Methods; Job Skills; *Occupational Information; *Principals; State Surveys; Tables (Data
IDENTIFIERS- *Competency Lists; *Ohio

A survey of all Ohio school districts sought to determine whether school boards expect their elementary principals to do what research says principals should do and whether they evaluate elementary principals on the basis of effective school leadership criteria. The research also tested the districts' compliance with Ohio's House Bill 769, requiring administrator evaluations to reflect job descriptions. Performance evaluation instruments and job descriptions from the 356 responding districts (67 percent) were compared with 80 verified competency statements from the Results Oriented Management in Education (Project R.O.M.E.) list. The 80 competencies covered 7 areas: curriculum/instruction, staff, pupil personnel, fiscal and support management, community relations, and systemwide policies and operations. Comparisons were further analyzed by type of evaluation instrument. The results indicate district's job description terms correspond to 65 percent of the research-based terms, and evaluation instruments include 55 percent of the competency terms promoting effectiveness. Most districts fail to comply with the Ohio law. Among the suggestions and recommendations made are that many districts should rewrite job descriptions. Three appended exhibits include project cover letters and lists of the 80 Project R.O.M.E. competencies and of another study's 92 competencies. (RW)

ED 226 222 CE 035 149

Hamel, Cheryl J.; And Others
Effectiveness of Job Training Materials Based on Three Format Mode
A Field Evaluation.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
REPORT NO.- TAEG TR-138
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; *Autoinstructional Aids; Comparativ
Analysis; Educational Research; Individualized Instruction;
*Instructional Materials; Job Training; *Military Training;
*Navigation; Pacing; Postsecondary Education; *Programed
Instruction; Technical Education; *Textbook Evaluation; Textbooks

A study assessed the training effectiveness of instructional materials designed in accordance with three format models for (1) recalling facts about equipment, (2) applying rules and regulation and (3) classifying objects and signals. Three types of self-paced instructional materials were compared: learning aids, programmed instruction, and traditional text. The evaluation was conducted at the Quartermaster School, Service School Command, Naval Training Center, Orlando, Florida. The materials provided information and skill development related to navigational lights, one part of the International Rules of the Road. Results showed that training conducted with materials designed according to the learning aids format produces better student performance than training with programmed or traditional instructional materials. Students using learning aids spent more time studying. Effective techniques commo to the format models were division of material into small, easily learned blocks; use of illustrations; distributed practice through exercises, self-tests, and directions for remediation at appropria points; and immediate feedback on student responses. (Appendixes include data tables and excerpts from instructional materials.) (Y

ED 226 250 CE 035 247

Greer, David R.; And Others
Provide Buildings and Equipment for Vocational Education. Module LT-G-1 of Category G--Facilities and Equipment Management. Competency-Based Vocational Education Administrator Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-112-4
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, Athens, GA 30602 ($6.00; complete set--$151.80).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Education; Case Studies; Competency Based Education; Educational Equipment; Educational Facilities; *Educational Facilities Design; *Educational Facilities Improvement Educational Facilities Planning; Higher Education; Individualized Instruction; Job Skills; Learning Activities; *Management Development; Needs Assessment; Postsecondary Education; School Administration; Secondary Education; Site Analysis; *Vocational Directors; *Vocational Education

This module, one in a series of competency-based administrator instructional packages, focuses on a specific competency that vocational education administrators need to be successful in the area of facilities and equipment management. The purpose of the module is to teach administrators the process of providing facilities, including assessing the need for new or altered facilities, conducting a site analysis, dealing with an architect, supervising construction activities, and purchasing associated major pieces of equipment. An introduction provides terminal and enabling objectives, a list of resources needed, and glossary of selected terms. The main portion of the module includes five sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves. Each learning experience consists of a number of activities that may include information sheets, case studies, samples, checklists, and self-checks. Optional activities are provided. The final learning experience also provides an assessment form for administrator performance evaluation by a resource person. (YLB)

ED 226 342 CS 206 813

Ashton, D.; And Others
Bellaire High School English Curriculum Guide. Revised.
Bellaire Public Schools, Mich.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo
Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Guides; *English Curriculum; *English
Instruction; Language Arts; *Literature Appreciation; Secondary
Education; *Writing Instruction

Intended to acquaint students and parents with the English progr at Bellaire High School (Michigan), this guide contains the curriculum for grades 7 through 12. After a short introduction stating the program's philosophy and student requirements, a style sheet for all student papers, and a list of the program's sequence, the curriculum for each grade and course is presented under the following format: (1) prerequisites, (2) description, (3) requirements for students and teachers, (4) objectives, (5) texts, (6) supplementary materials, and (7) length of course. Topics covered in the course listing include grammar, composition, world literature, American literature, vocational English, and speech. Electives listed include advanced courses in composition, literature, creative writing, vocabulary, and journalism. (JL)

ED 226 373 CS 207 383

Campbell, Clifton P.
International Communication (with Special Attention to the English Language Capabilities of Saudi Arab Students).
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Arabs; Communication Problems; Cultural Awareness; Cultural Differences; Cultural Traits; *English (Second Language); Foreign Countries; *Foreign Culture; *Intercultural Communication; *Reading Ability
IDENTIFIERS- *Saudi Arabia

Differences in the attitudes, social organization, thought patterns, interpersonal distance, time sense, nonverbal communication, and human factors of different cultures can pose communication problems. Since Saudi Arabians generally do not score well on tests of English as a second language, reading at only about the fourth grade level, technical materials intended for them should be clearly written, logically presented, simply organized, and supported by tables, figures, and other comprehension aids. People working with Arabs should also realize several things: (1) they love the spoken word, tend to ramble, and do not get to the point quickly; (2) for them "yes" or "no" means "maybe"; (3) they find bluntness disrespectful; and (4) foreigners' efforts to use Arabic will create a lot of good will. (Appendixes compare qualities of Arabs and Americans and report data on reading tests and reading level computation.) (JL)

ED 226 404 EA 015 197

Program Evaluation. The Best of ERIC on Educational Management, Number 68.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 83
CONTRACT- 400-78-0007
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Annotated Bibliographies; *Curriculum Evaluation; Elementary Secondary Education; *Evaluation Methods; Interviews; Literature Reviews; Models; Outcomes of Education; *Program Evaluation; Students

The 12 publications on program evaluation selected for annotatio have previously been entered in the ERIC system. Six of the entrie are manuals or handbooks on how to conduct a program evaluation. Official manuals from Oklahoma, Wisconsin, California, and the Los Angeles (California) Unified School District are included along wi one on applied strategies and another on evaluating small programs. Tecnniques for conducting program evaluations described in the annotations include student interviews, criterion-referenced approaches, an outcome-based model, and a model from Australia. Tw additional entries limit the level of their coverage to elementary education and secondary education respectively. Information for ordering copies of the items reviewed is supplied. (MLF)

ED 226 449 EA 015 377

Rutherford, William L.
The Interventions and Plans Principals Make When Facilitating Char
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&D-3129
PUB DATE- 81
AVAILABLE FROM- Communications Services, Research and Development Center for Teacher Education, Education Annex 3.203, University
Texas, Austin, TX 78712-1288 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (1
Reports - Research/Technical (143)
DESCRIPTIONS- *Change Agents; *Change Strategies; *Educational Innovation; Elementary Education; *Intervention; *Principals; *Program Implementation

The need for specific information about principals as change facilitators prompted a long-range research program. A first step
this effort investigates the interventions principals make in relation to the implementation of an innovation in their schools. Subjects were 10 principals of elementary schools where an identifiable innovation operated. The number of interventions the principals reported during the study are analyzed according to th
function of the intervention. The kind of planning the principals did relative to implementation of the innovation is also reported along with a comparison of the type of planning they did with the number and kinds of interventions they made. Following the analys
of functions, comparisons were made among and between principals concerning the kind and number of functions they performed, the k
and number of functions based on number of years into the implementation effort, and the relationship between functions and the principal's planning. (MLF)

ED 226 296 CG 016 489

Kalafat, John; And Others
Divorce Workshops: An Opportunity for Preventive Education & Epidemiological Research.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Community Programs; Counseling Techniques; Counselor Role; *Divorce; Mental Health Programs; Prevention; Program Descriptions; Program Effectiveness; *Research Design; Social Support Groups; Stress Variables; *Workshops

This paper describes the program and research related to the "Making It" series of 18 multi-media divorce workshops co-sponsored by a community mental health center (CMHC) and a chapter of Parents without Partners (PWP). An introductory section discusses the rationale for larger scale community intervention and epidemiological research. The divorce workshop and the first phase of the research are described including: principles on which the workshops were based; goals of the workshops; format of the workshops; and frequency and attendance figures. The survey instrument used to gather information from participants is described along with a discussion of results. The second phase of research, involving a representative sample of workshop participants, is discussed including descriptions of the instruments used to gather data from this sample, i.e., the Brief Symptom Inventory, the Center of Epidemiological Studies Depression Scale, and the Perceived Social Support and Actual Social Support Scales. Procedures used in administering the instruments are described along with a detailed analysis of results. A series of six tables is appended which present the workshop format, a summary of participant responses to the survey, and the statistical data from the epidemiological measures. (MCF)

ED 226 358 CS 207 363

Anderson, Philip M.
Practical Applications of Language Learning Theory in the Middle School and Junior High.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Education; *English Instruction; Junior Hig Schools; *Language Acquisition; *Language Processing; *Learning Readiness; *Learning Theories; Literature Appreciation; Middle Schools; Reading Instruction; Reading Skills; Revision (Written Composition); Sentence Combining; Student Characteristics; Student Development; *Teaching Methods; Writing (Composition); Writing Exercises
IDENTIFIERS- Theory Practice Relationship

The middle school and junior high school years are extremely important ones in the language, cognitive, and personal development of students. During this time, students should begin using longer sentences with more sophisticated embeddings and showing greater awareness of audience and organization in writing, speaking, listening, and reading. At this age, students should be increasingly more comfortable with transactional modes of writing. The revising stage of the composing process can best be dealt with in a workshop format. Sentence combining should be used as part of the revising assignment, with the complex embeddings drawn from the students' own revisions serving as models. Teachers should insist on meaning, first and form, second; otherwise, students will be discouraged from using more sophisticated constructions. Wide reading of voluntarily selected material and sustained silent reading encourage reading development. Writing and sharing personal responses to literature can help students expand their vicarious social experience, while exposure to many types of literary form, type, and genre expands their linguistic and literary experience. Practice in predicting meaning from context helps students develop reading maturity. In the final analysis, the teacher must provide a language rich environment that emphasizes active, productive language use. (JL)

ED 226 420 EA 015 34

Chambers, Jay G.; Vincent, Phillip E.
Geographic Cost-of-Education Differentials. Working Papers in
Education Finance, No. 9.
Education Commission of the States, Denver, Colo. Education Finan
Center.
PUB DATE- Feb 78
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (
Reports - Research/Technical (143) Opinions/Personal
Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Characteristics; *Administrators;
Community Characteristics; *Cost Indexes; *Costs; Elementary
Secondary Education; Labor Economics; Salaries; School District
Spending; *Student Transportation; Tables (Data); Teacher
Characteristics; *Teachers
IDENTIFIERS- *Cost of Education Indexes; *Missouri

Researchers construct a cost of education index and, using Miss
data, estimate differences across school districts in the cost of
teachers, administrators, and transportation services. Components
the conceptual framework for the index include salaries, variable
within a district's control (such as personnel characteristics or
the number of pupils transported), and variables not within distr
control (such as labor market characteristics, road conditions, c
pupil density). A formula for the index is determined, based on
these components and the relative importance of personnel and
transportation costs in district budgets. Equations for costs are
then estimated from 1975-76 Missouri data, based on variables th
include (1) personnel education, experience, position, subject a
and educational level; (2) district demographic, economic, and
climatic characteristics; and (3) numbers, density, and distance
pupils transported. Computation of the overall cost of education
index indicates that Missouri's urban and suburban districts pay
above-average costs, while its rural districts pay below-average
costs. The researchers briefly examine the stability of the inde
over time, simulate the application of the index to the state ai
formula, and discuss the implications of the index for education
equity and efficiency. (RW)

ED 226 495 EA 015 448

Greene, Maxine
Educational Adequacy: A Philosophical Approach.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Not available separately; see EA 015 442.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Definitions; *Educational Needs; *Educational Objectives; *Educational Philosophy; Learning Processes; Measurement; Minimum Competencies; School Effectiveness; Standards
IDENTIFIERS- *Educational Adequacy

Several educational philosopers address concepts of educational adequacy that extend far beyond objective measurements of achievement or competencies. The author of this essay contrasts the European concept of education as an initiation into a world of understanding and imagination with the American tradition of education as serving social and economic needs. She points out that defining adequacy requires agreement concerning what education ought to be. If education is conceived of as a lifelong process involving many social institutions, the concept of adequacy becomes much harder to define. If learning depends on a desire to change, then adequate education must reveal alternative possibilities. If education involves preparing students for life, then adequate education must train students for change. An adequate education may be one that places more emphasis on how to look at the world and how to use knowledge than on factual knowledge itself. Other adequacy considerations include the range of stimulation made available in the educational environment, the degree to which students are treated as individuals, and the depth of contact with symbolization and with values-developing situations. The author notes that measuring adequacy in terms of minimal achievement goals may actually impede efforts to go beyond adequacy to excellence. (PGD)

ED 226 111 CE 034 53

Cerf, J. George; And Others
Crafts-Artists in the United States.
Mathematica Policy Research, Princeton, N.J.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- Jun 82
GRANT- NEA-PC-79-23
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Craft Workers; *Enrollment; *Group Member
*Handicrafts; National Surveys; Organizations (Groups); Organiz
Size (Groups); *Participant Characteristics; Policy Formation;
Public Policy

Following a preliminary study of crafts membership organizatio
the United States, a survey was conducted of members of these
organizations in order to determine their number, kind, media of
work, personal characteristics, and geographic location. A sampl
5,146 craftspersons who were members of these organizations was
mailed a questionnaire. The response rate was 74 percent with 2,
identifying themselves as crafts-artists; the remainder were dro
from the sample. Analysis of the data gathered showed results su
as the following: (1) about 375,000 member crafts-artists live i
the United States; (2) the most accomplished and successful
craftspersons are members of organizations; (3) crafts-artists a
likely to be white females, with a median age of 45 years, marri
(72 percent), college graduates employed in a crafts, technical,
professional occupation, with incomes about 35 percent higher th
the average; (4) fiber is the primary medium of 42 percent of th
craftspersons, followed by clay, wood, and metal; (5) about 25
percent of the craftspersons consider their craft work to be ful
time; and (6) the majority of craftspersons are self taught, but
workshops and college or university courses in crafts were also
frequent avenues to the crafts. The study leads to public policy
implications for training, exhibits and shows, awards and financ
support, and the imbalance of supply and demand in the crafts
fields. (KC)

ED 226 125 CE 034 819

Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Students. Phase IV: Revised Curriculum. Final Report. July 1981 to June 1982.

University of West Florida, Pensacola.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. Vocational Education.

PUB DATE- Jun 82

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Behavioral Objectives; *Contraception; Curriculum Development; Decision Making; Decision Making Skills; Early Parenthood; Educational Needs; Family Life; *Family Life Educatio Family Planning; Family Relationship; Home Economics Teachers; Interpersonal Relationship; *Learning Activities; Lesson Plans; Middle Schools; Needs Assessment; Pregnancy; Pregnant Students; Reproduction (Biology); Role Perception; *Sex Education; State Curriculum Guides; Teacher Attitudes; *Teaching Methods; Transparencies; *Units of Study; Values Clarification; Values Education

IDENTIFIERS- Florida

This revised curriculum, developed for use in Florida middle schools, is a comprehensive family life education course. The content of the course was determined (1) through a "Needs Assessme Inventory for Teenage Pregnancy Prevention," which was sent to mor than 1,200 home economics teachers in Florida (and returned by the majority of them), and (2) from the original curriculum that was developed immediately following the needs assessment. The curricul is flexible and is comprised of six themes, all of which are base on Havinghurst's developmental tasks for adolescents. The six them are changing bodies and medical concerns, values clarification, decision making, family relationships, interpersonal relationship and role development. Each theme is self contained and consists o individual lesson plans. Each lesson plan includes notes to the teacher that suggest ways of teaching the lesson and extensive background information needed to teach the lesson. The remainder the lesson plans follows a traditional format, including goals, objectives, generalizations, learning activities, and evaluation. Learning activities are independent of each other to allow freedom of choice. Illustrations suitable for use as transparency masters and student activity sheets are included in the plans. The revise curriculum guide also contains a glossary, expanded references, bibliography, additional evaluation activities, and the assessment instrument used to gather information on educational needs. (KC)

ED 226 139 CE 034 925

Tipton, Bettie
How to Implement Support Services for NonTraditional Students. Tea
for NonTraditional. Final Report.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Females; Guidelines; Language Usage; Leaders Guides; Males; *Nontraditional Occupations; *Nontraditional Students; Postsecondary Education; Program Development; *Program Implementation; Services; Sex Bias; Sex Discrimination; *Sex Fairness; Sex Role; Sex Stereotypes; *Sexual Harassment; *Social Support Groups; Technical Education; Vocational Education; Vocational Schools; Womens Education
IDENTIFIERS- Kentucky

Based on the experience of Teams of NonTraditionals Support Netw at Jefferson State Vocational Technical School (Kentucky), this manual is designed to help teachers and administrators to implemen a support system for nontraditional students (primarily females i traditional male fields) in vocational and technical education programs. The manual consists of 15 chapters. The first six chapte provide information on planning and implementing the support teams These chapters cover the need for support for nontraditional students, planning to implement the teams, teacher orientation to the teams, preparing students for team leader responsibilities, duties of the team leader, and the role of the team leader. The la nine chapters provide topics and articles for discussion in team group support meetings. These chapters include men's and women's roles, interviewing tips for nontraditional workers, a recipe for happiness, how to be a winner, assertiveness training (including exercises), the legal definitions of sexual harassment, new job anxiety, and teasing and testing on a new assignment. (These topic were selected on the basis of questions that team leaders asked during the field test of the project.) (KC)

ED 226 153 CE 034 959

Newton, Mark, Comp.
Economic Development and Productivity: A Potpourri of Thoughts, Concerns, Facts, and Projections. Productivity Primer. Book 4. Special Publication Series No. 35.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, Box F, 1960 Kenny Road Columbus, OH 43210 (General Introduction and Books 1-5--Order No. SN35, $25.00; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Non-Print Media (100)
DESCRIPTIONS- Demography; *Economic Development; *Economic Factors; Educational Needs; Educational Objectives; Educational Policy; Huma Resources; Labor Force; Labor Force Development; Position Papers; *Productivity; *Public Policy; *School Role; Trend Analysis; *Vocational Education

One of a series of productivity primers examining the interrelationship among vocational education, productivity, and economic development, this volume consists of a series of 31 quotations by individuals and organizations pertaining to the major issues and concerns involved in the present and future content of vocational education as a major force in increasing economic development and productivity. While the pages of this document can easily serve as masters for overhead transparencies for use in mediated instruction, the publication can also serve as a quick briefing tool to familiarize the reader with some of the important issues confronting vocational educators as they attempt to aid in America's economic development. Among the topics addressed in the individual quotations are the following: key factors associated with productivity, factors of generic importance to a nation's performance, the decline of the productivity growth rate in the United States, possible reasons for current economic problems, labor as a form of capital, major factors for change in vocational education, changing demographics, industrial renewal and vocational education, shifts in our approach to employment policy, a structure productivity program, the need for increased cooperation, and the emergence of leadership from new alliances between education and business. (MN)

ED 226 167 CE 035 009

Sharpton, James L.
Cleaning Services.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 82
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, OK 74074 (Teacher Manual, SP1007--$28.00 Student Manual, SP3007--$24.00).
LANGUAGE- English
EDRS Price - MF09 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Cleaning; Curriculum Guides; *Household Workers; *Housekeepers; Junior High Schools; *Laundry Drycleaning Occupations; Learning Activities; Secondary Education; Service Occupations; Service Workers; Tests; *Trade and Industrial Education; Transparencies; Units of Study

This curriculum guide provides cleaning services instructional materials for a ninth- and tenth-grade Coordinated Vocational Education and Training: Home and Community Services program. It includes 2 sections and 11 instructional units. Each unit of instruction consists of eight basic components: performance objectives, teacher activities, information sheets (content essential for meeting the cognitive objective), assignment sheets (applications of knowledges which are prerequisites to skill development), job sheets (procedures to complete a manipulative or psychomotor skill), transparency masters, tests, and test and assignment sheet answers. Section 1 on commercial cleaning services consists of four units: Hotel and Motel Cleaning, Hospital Cleaning Resilient Floor Care, and Carpet and Upholstery Care. Section 2 on residential cleaning services contains seven units: General Cleaning, Kitchen Cleaning, Bathroom Cleaning, Clothing Care: Label Information, Clothing Care: Washing and Drying, Clothing Care: Ironing, and Residential Cleaning: Business Principles. (YLB)

ED 226 181 CE 035 038

The Distribution of Federal Funds for Vocational Education in Missouri and an Analysis of How It Is Accomplished.
Missouri State Advisory Council on Vocational Education, Jefferson City.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Finance; *Federal Aid; Financial Needs; *Financial Support; Income; *Resource Allocation; School Districts School Taxes; *Secondary Education; Taxes; Tax Rates; Unemployment *Vocational Education; Welfare Recipients
IDENTIFIERS- *Formula Funding; *Missouri

A study analyzed the component parts of existing formulae to distribute federal vocational monies to secondary level programs i Missouri. Among the areas examined were the relative weight of the factors influencing distribution of funds and the extent to which each factor contributes to the final array depicting the total distribution of federal funds to school districts in Missouri. The first task performed was a simple scatter plot of the major components of the four factors in the formula, namely, district ta levies, average income, number of Aid to Families with Dependent Children (AFDC) recipients in the school districts, and the rate o unemployment by counties where federal vocational funds are being expended. Next, a stepwise regression analysis was run to determin which variables account for the greatest variance in the distribution formula for federal funds. Researchers found that the variables included in the formula are not distributed in a normal fashion. While the law requires that two factors, the relative ability to pay and the concentration of low income families, must receive a high priority in the distribution of federal funds, the Missouri formula does not appear to pay enough attention to a family's relative ability to pay. (MN)

ED 226 195 CE 035 084

Subsistence Specialist First Class, 9-11. Military Curriculum Materials for Vocational and Technical Education.

Coast Guard Inst., Oklahoma City, Okla.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Cleaning; Correspondence Study; Dining Facilities; Dishwashing; Equipment; Food; *Food Service; *Food Standards; Hygiene; Learning Activities; Learning Modules; Military Training; Postsecondary Education; Programed Instructional Materials; Sanitary Facilities; *Sanitation; Secondary Education; *Supervisory Methods; Technical Education; Units of Study; Vocational Education; Waste Disposal; Workbooks
IDENTIFIERS- Military Curriculum Project

This self-paced, individualized course, adapted from military curriculum materials for use in vocational and technical education, teaches students about the basic training and supervisory techniques required for proper sanitation of food service personnel and kitchen and dining facility equipment. This student workbook, one of three parts of the course, contains three sections. The first section explains basic training and supervision techniques. Training and supervising food service personnel in sanitation standards is discussed in section 2. The final section focuses on training and supervision of food service workers in the sanitation of equipment. Subjects covered include cleaning and sanitizing supplies and facilities; cleaning and sanitizing food service areas and equipment such as storage areas, food preparation equipment, and dishes; and garbage and waste disposal procedures. Each assignment in the workbook is divided into three parts: reading assignment and objectives, reading material, and self-quiz with answers and references. Photographs and line illustrations are used throughout the text. (KC)

ED 226 209 CE 035 109

Machinist, 13-3. Military Curriculum Materials for Vocational and Technical Education.

Chanute AFB Technical Training Center, Ill.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.

PUB DATE- 78

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Autoinstructional Aids; Behavioral Objectives; Hand Tools; High Schools; Individualized Instruction; Learning Activities; *Machinery Industry; *Machine Tools; *Machinists; Manufacturing; Metal Industry; Metal Working; Pacing; Postsecondary Education; Secondary Education; Tests; Textbooks; *Trade and Industrial Education; Workbooks

IDENTIFIERS- Military Curriculum Project

These three volumes with text and workbook materials for a secondary/postsecondary level course in basic and advanced machine shop practices comprise one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose stated for the individualized, self-paced course is to upgrade an apprentice semi-skilled machinist to a skilled level. The course is also intended for use in a laboratory or on-the-job learning situation. It can be used as independent or advanced study in machine shop courses. Each volume consists of (1) a coded text containing informative material, (2) a workbook detailing chapter objectives and providing review exercises where questions are keyed to the text (no answers are provided), and (3) a volume review exercise where questions are also keyed to the text, but no answers are available. The three volumes cover general shop management (precision tools; lubricants, coolants, and fluids; metallurgy; and stud, plug, screw, and insert, removal, and replacement), advanced machine work (drilling machines, lathes, milling machines, shapers, contour machines, and grinding operations), and tool design and fabrication. (YLB)

ED 226 237 CE 035 198

Wallace, Patricia E.
A Catalog of Performance Objectives and Performance Guides for Records Management.
Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
PUB DATE- Nov 80
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Behavioral Objectives; File Clerks; Information Storage; Job Analysis; *Occupational Information; Office Management Office Occupations; *Office Occupations Education; Postsecondary Education; *Recordkeeping; *Records (Forms); Secondary Education; *Task Analysis; Vocational Education
IDENTIFIERS- *Records Management

This catalog provides performance objectives and performance guide reflecting 101 tasks being performed by workers in the records management field. The catalog is based on a records management survey of 300 records management professionals throughout the United States and Canada regarding task performance. Following a list of terms used in records management and a list of equipment and materials needed, the tasks are arranged according to the following 10 duty categories: general records management, records organization and evaluation procedures, active records, inactive records, vital records, micrographics, forms control, correspondence control, reports control, and reprographics. Each duty contains a number of tasks with a performance objective and performance guides. Appendixes to the document contain sources of the standards, equipment and tools needed in records management, a bibliography, and a cross-reference table of task performance by records management job categories. (KC)

ED 226 265 CG 016 457

Drew, Joseph S.
Treating Drug Addiction in the Minority Communities: The Decade Ahead.
PUB DATE- 25 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Community Resources; Delphi Technique; *Drug Abuse; Drug Addiction; Drug Rehabilitation; *Futures (of Society); Health Needs; Health Services; *Long Range Planning; Minority Groups; Social Change; Social Environment; State of the Art Reviews

While scholars are not in accord on the basic causes of contemporary drug abuse among minority Americans, most do agree that the social milieu of the drug abuser is fundamental. It has been urged that racism, poverty, police brutality and harrassment, the economics of addiction, the hopelessness of ghetto life, peer pressure, educational deficiencies, rising material aspirations, and general frustration arising from discrmination all underlie a century or more of addiction in many communities of minority Americans. In treating these drug abusers little attention has been paid to analyses of possible changes in their social settings or to likely developments in the treatment alternatives made possible by such changes. Responsible leaders of health organizations are now able to commission, or undertake themselves, studies using the views and methods of futures researchers, e.g., trend extrapolation, modeling, the Delphi Technique, and scenario writing. Rational planning by social and health agencies based on an orientation to the future is certainly better than continuation of work in the present tense only. Potential changes in values, politics, social organization, financing, the bases of poverty, and growing ethnic diversity must be taken into account before a rounded set of relatively meaningful alternative futures for drug abuse treatment in minority communities can be offered. (PAS)

ED 226 327 CS 007 000

Marr, Mary Beth; And Others

Teaching Reading to Behaviorally Disordered Students: An Alternativ Approach.

PUB DATE- Dec 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Behavior Change; *Behavior Problems; Case Studies; Cloze Procedure; Elementary Education; Emotional Disturbances; *Language Experience Approach; Reading Difficulties; *Reading Improvement; *Reading Instruction; *Reading Research; Sight Vocabulary; *Student Motivation

To examine the relative effectiveness of the language experience approach (LEA) as a means of motivating and teaching reading to behaviorally disordered students, two children were examined. Subjects were an 11-year-old (Jimmy) and an 8-year-old (Bobby), wh were placed in a classroom with nine other children identified as emotionally disturbed. All LEA instruction took place in a special services room. After two topics of interest to the students were identified, illustrations were created and used to elicit the LEA stories. Each story served as an instructional base for a period o 4 days with each lesson scheduled for approximately 20 minutes. Tw target behaviors were identified: (1) increased recognition of sig words taken from the Dolch Word List and from the LEA stories, and (2) the ability to correctly complete modified cloze sentences at the end of each story. Results showed that while both subjects learned LEA sight words, they neither retained recognition of all new sight words introduced nor retained mastery of all words recognized immediately following instruction. Over all, Jimmy show the greatest and most consistent growth in sight word learning. While both gave evidence of the ability to predict deleted words i the cloze sentences, Bobby performed this task with greater accura and exhibited more consistent use of context and understanding of the task demands. Conversely, Jimmy performed poorly over all. Bot students exhibited less disruptive behavior and showed an increase attention to the LEA tasks. (HOD)

ED 226 389 CS 504 110

Fadely, Dean
The Courts of Reason and Law: A Comparative Model.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Comparative Analysis; *Court Litigation; *Court Rol
Debate; *Decision Making; Decision Making Skills; Evaluation
Methods; *Evaluative Thinking; Higher Education; Information
Processing; Judges; Legal Education; Models; *Persuasive Discours
IDENTIFIERS- *Evidence

College debaters who go to law school are often surprised by the differences between the processes that take place in the court of reason and the process that takes place in the court of law. The court of reason relies mainly on authoritative testimony, while t court of law relies on direct evidence. Evidence in the court of reason is either unmediated (direct) or mediated, while all the evidence in the court of law is mediated by the judge. Thus, evidential theory in the court of law involves issues of admissability, whereas evidential theory in the court of reason calls on the receivers to evaluate the evidence themselves. Receivers in both courts process and evaluate evidence in order t render decision making judgments, but receivers in the court of reason are self-selected while receivers in the court of law are summoned, evaluated, and selected. Standards of performance vary the court of reason according to ability and circumstances, while continuing efforts are made in the court of law to maintain high performance standards. Finally, receivers in the court of reason make a deliberative judgment, a policy decision directed toward th future; receivers in the court of law make both deliberative and forensic judgments, sometimes deciding whether an act occurred in the past, and sometimes making policy decisions for the future. (

ED 226 405 EA 015 279

Hansen, Kenneth H.
The Elementary and Secondary Education Consolidation Act of 1981: S
Policy Options.
Northwest Regional Educational Lab., Portland, OR. Northwest Center
for State Educational Policy Studies.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Administrative Policy; Block Grants; Elementary
Secondary Education; *Federal Aid; Federal Legislation; Financial
Policy; Resource Allocation; School Districts; *State Departments
Education; *State School District Relationship
IDENTIFIERS- *Education Consolidation and Improvement Act 1981

The responsibilities and prerogatives of state departments of education regarding the allocation of federal funds authorized unde provisions of the draft version of the Education Consolidation and Improvement Act of 1981 are clarified in this report, and the resulting policy options available to state education agencies are examined. The law specifies that some of the available funds are to go to local districts and some are to be allocated directly by the state, but the state retains broad discretion concerning such matters as how it will distribute the funds to local districts, how it will regulate local district accountability, how it will set priorities, and what technical assistance it will provide. In evaluating the many possible policy choices it can make affecting each of these issues, the state agency must recognize that a new relationship exists between the state and the local district as a result of the shift in responsibility for fund allocation from the federal government to the state, and it must also recognize the nee for considering the many different ways the policy choices can be prioritized. (Author/PGD)

ED 226 435 EA 015 362

Educational Goals. Studies and Surveys in Comparative Education.
International Bureau of Education, Geneva (Switzerland).
REPORT NO.- ISBN-92-3-101970-8
PUB DATE- 80
AVAILABLE FROM- Publications, United Nations Educational, Scientifi
and Cultural Organization, 7 Place de Fontenoy, 75700 Paris, Franc
($18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position
Papers/Essays (120) Collected Works - General (020)
DESCRIPTIONS- Educational History; *Educational Objectives;
*Educational Philosophy; *Educational Planning; *Educational Polic
Educational Research; Foreign Countries; Futures (of Society);
Outcomes of Education; Regional Characteristics; *World Problems
IDENTIFIERS- Africa; Arab States; Asia; Europe (West); Latin Ameri
North America; Politics of Education; USSR

Thirteen viewpoints on the current character and possible future educational goals around the world are presented in this volume. T introduction describes efforts by the International Bureau of Education and other agencies to develop an understanding of educational goals. The author also asserts the importance of the distinctions between ideal (philosophical) and practical (politica educational goals. The first chapter extends this definitional effort and adds an explication of the fundamental concepts, problems, and terms concerned. Chapter 2 reports on current concep of educational goals affecting and affected by practices in six world regions. Chapter 3 considers the need for a balance between universally applicable goals and goals specific to individuals, cultures, and societies. Chapter 4 treats the practical relationships between changing educational goals and the achievements of existing educational systems, noting the uncertain of evaluation standards and the need for research. Goals that shou be adopted to counter threats to civilization's future are suggeste in chapter 5. The educational history of the Soviet Union illustrates chapter 6's discussion of the relationship between educational forecasting and planning in formal education's subsystems. The final chapter looks at philosophical concepts of human goals and human nature and relates these concepts to education. (PGD)

ED 226 464 EA 015 409

Dalili, Farid
Brain Hemispheres: Administrators Must Look Also to the Right.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Abstract Reasoning; *Cerebral Dominance; Cognitive Style; Creative Thinking; *Educational Administration; Educationa Research; Learning Processes; Logical Thinking
IDENTIFIERS- *Brain Hemispheres; *Brain Research

In relating brain hemisphere differences to education and educational administration, the author reviews literature on the issue and discusses the concepts involved. For background, he briefly goes over the history of brain and cognition studies and t advent of "split-brain" studies and the "triune" brain theory. Definitions are then given of the brain itself and of hemispheric specialization theory. The latter theory is further described in t next section, on the left and right cerebral hemispheres. A listin of the characteristics of each side is given; the left side is considered the more analytic and logical and the right the more emotional and synthesizing. The author concludes that more researc is needed to apply split-brain theory to education and notes that research results so far are not conclusive. He suggests research o the origins of cerebral asymmetry, the learning of cognitive modes and the relationship of cerebral dominance to situational factors. More attention in teaching should be given, he says, to the brain' right side. Among the implications noted for educational administrators are that planners use the right side, managers the left, but both roles are needed for educational policy-making. (R

ED 226 281 CG 016 474

Tieger, Todd; Felfoldy, Gary L.
The Criterion Validity of Work Time Estimation Methods.
PUB DATE- 24 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Evaluation Methods; Job Performance; Occupational Information; Predictive Validity; *Time; *Validity
IDENTIFIERS- *Estimation; *Work Measurement

An increased need for better information about labor costs associated with many aspects of telephone company operation led to research by the Bell System on work time estimation methods. Severa studies were conducted under different field conditions to test the concurrent validity of work time estimation data in comparison with two different methods of work measurement, i.e., work times derive from self-reports and work times derived from productivity measures The basic approach of the studies involved: (1) analyzing and flowcharting work process; (2) gathering estimates of time for each discrete activity; (3) gathering data to assemble estimated work times for larger work process segments; and (4) gathering data to assess concurrent validity of work time estimates with the traditional methods of work measurement. Results showed that estimated work times predicted alternative measures of work time with varying accuracy; prediction of self-reported work times was very accurate while prediction of production-based work times was tentative. The findings suggest an overall pattern of robust prediction of criterion measures of "true" work time. (JAC)

ED 226 312 CG 016 655

Guidance East and West: A Collection of Occasional Papers.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-78-0005
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Career Counseling; *Counselor Role; *Counselor Training; Cultural Differences; Culture Contact; Educational Objectives; *Foreign Countries; *Guidance Personnel; *Guidance Programs; Human Services; International Programs; *Professional Development; Program Descriptions; Secondary Education
IDENTIFIERS- *Asia

This book contains a collection of 14 papers dealing with guidanc and guidance programs in the Philippines, the Republic of China, Japan, and Thailand. An overview of the place of American counselor in international guidance and benefits to counselors and the counseling profession of world-wide contacts is reviewed in the initial paper. Issues facing the helping professions in Asian countries are discussed, including career counseling and manpower development and the role of public and private educational funding. Among the programs described are counselor training, vocational counseling, career information resources and testing programs in th Philipines, manpower development and junior high placement services in China, career guidance in Japanese senior high schools, and a guidance information-week fair in Thailand. (JAC)

ED 226 343 CS 207 290

Nugent, Harold E.; Burgess, Carol
A Language Variation Model for the Classroom.
PUB DATE- Mar 79
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Paper "Papers Presented at..." (150)
DESCRIPTIONS- Discourse Analysis; Elementary Secondary Education; *Language Role; *Language Styles; *Language Variation; *Models; Or Language; Regional Dialects; Social Dialects; Sociolinguistics; *Teaching Methods; Writing (Composition); *Writing Instruction

This paper focuses on a language variation model that incorporate a number of concepts from linguistic and rhetorical studies. The model views language variation as a product of two correlating causes: one, the user and his or her personal, regional, and social dialect; and the other, the user's use of the language in terms of such discourse features as subject, mode, purpose, and audience. Th paper consists of an overview of the principles underlying the mode together with a schema and accompanying taxonomy. A demonstration o how the model is introduced and applied is followed by suggestions for development and use in the classroom. The appendixes illustrate the application of the model to a piece of writing from J.D. Salinger's "The Catcher in the Rye," and to a piece of spoken language from John F. Kennedy's inaugural address. A bibliography follows each of the sections of the paper. (Author/HOD)

ED 226 450 EA 015 378

Hord, Shirley M.
Working Together: Cooperation or Collaboration?
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&D-3123
PUB DATE- Feb 81
AVAILABLE FROM- Communications Services, Research and Development Center for Teacher Education, Education Annex 3.203, University Texas, Austin, TX 78712-1288 ($1.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (12
DESCRIPTIONS- Case Studies; Coordination; Definitions; Elementary Secondary Education; Ethnography; Expectation; Group Dynamics; *Institutional Cooperation; *Interaction; *Models; *Organization Theories; *Research and Development Centers; *School Districts
IDENTIFIERS- *Interorganizational Relationships

The words cooperation and collaboration are often used interchangeably in describing the efforts of two institutions working together. The basic issue of whether or not collaboration different from cooperation was confronted in a project in which a national education research center attempted to work with a large school district in a "collaborative mode." Based on an analysis o the situation and the literature, preliminary models are presente for explicating the processes of cooperation and collaboration. T models illustrate the need for clarifying participants' expectati of rewards, goals, commitments, and procedures. (MLF)

ED 226 480   EA 015 428

Joplin, Alan L., Comp.
A Bibliographic Handbook: Management Information Systems.
PUB DATE- Sep 80
AVAILABLE FROM- Alan L. Joplin, 3106 Evans, Saint Louis, MO 63106
($4.00 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Administration; Decision Making; Elementary Secondary Education; Evaluation; *Management Information Systems; Management Systems; Organization; Organizational Climate; Planning; Postsecondary Education; Systems Approach

Over 400 publications related to all aspects of the Management Information Systems concept are listed in this bibliography. The materials deal not only with the Management Information Systems concept specifically, but with the organizational and theoretical context in which the systems approach to management operates. In other words, the topics covered include aspects of planning, decision making, management theory, organizational environment, organizational evaluation, systems analysis, and other conceptual areas as they relate to management systems generally and Management Information Systems in particular. No annotations are provided and the listing is strictly alphabetical by author. (PGD)

ED 226 510   EA 015 463

Moll, Emmett J.
The Implementation of an Accounting System for True Value in This Cost-Conscious Time, Using Handbook II. Second Revision.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Budgeting; Classification; Data Collection; Elementary Secondary Education; *Money Management; *Program Implementation; Recordkeeping; Records (Forms); *School Accounting; School Districts
IDENTIFIERS- *Accounting Systems; *Milwaukee Public Schools WI

The Milwaukee (Wisconsin) Public Schools (MPS) recently implemented a new, state-designed accounting system, called the Wisconsin Elementary and Secondary School Accounting System (WESSAS), based on guidelines proposed in the U.S. Office of Education's Handbook II. This report describes and discusses that implementation and provides numerous sample MPS recordkeeping and accounting forms. The author first summarizes the old MPS budget system and mentions that attempts to change it were hindered by the old coding system. After noting MPS's multiple tax sources, he describes the eight-category coding structure adopted, which includes tax unit, fund, expenditure or income, project, location, object, function, and job class. The development of forms for showing teaching staff by function and time on program is covered next. Implementation problems are reviewed, involving clerical workload, financial reporting and managerial accountability, and school site budgeting and expenditure control. Five generalizations drawn from MPS's experience include the need for interdistrict comparability of financial information and the increased demand for budget information. Nine advantages and disadvantages of WESSAS are listed, involving uniformity of financial reporting, effective accounting procedures, an audit trail, implementation costs, inapplicability to the local level, and collection of unneeded data. (RW)

ED 226 223 CE 035 151

Information on State versus Local Administration of CETA Prime Sponsors in Michigan. Report to the Chairman, Committee on Educatio and Labor, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-82-117
PUB DATE- 30 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Advisory Committees; Comparative Analysis; Cooperative Programs; Coordination; Cost Effectiveness; Eligibility; *Employmen Programs; *Federal Programs; Identification; *Job Training; Local Government; *Program Administration; State Government
IDENTIFIERS- *Comprehensive Employment and Training Act; Impact; Linkage; Michigan; *Prime Sponsors

State administration of the Comprehensive Employment and Training Act (CETA) Balance of State (BOS) programs was compared with administration of CETA programs by local (regular) prime sponsors in Michigan to gain insight on the potential impact of increased state control. BOS prime sponsors spent less than regular prime sponsors for administration both on a statewide basis and for sites visited. The BOS prime sponsors' programs generally had comparable results but were less cost effective based on seven performance indicators. Each Balance of State prime sponsor had the same three advisory councils that CETA required of each regular prime sponsor--a planning council, a youth council, and a private industry council. State data used to identify the demographics of the CETA eligible populations for BOS prime sponsors were incomplete and possibly inadequate for program planning purposes. Regular prime sponsors identified their CETA eligible population demographics and set their own equal opportunity benchmarks. (YLB)

ED 226 297 CG 016 490

Breckler, Steven J.; Greenwald, Anthony G.
Charting Coordinates for the Self-Concept in Multidimensional Trait Space.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Evaluation Methods; Higher Education *Individual Differences; *Personality Measures; Personality Traits; *Self Concept; *Self Evaluation (Individuals); Test Construction; Test Validity
IDENTIFIERS- Individual Differences Scaling (INDSCAL); Unfolding Technique

The traditional method of measuring self-esteem has been to construct instruments based on their face validity, even though this approach has been shown to involve many difficulties when deriving scales for subjective dimensions such as self-esteem. An alternative approach to the measurement of self-esteem is based on techniques of psychophysical scaling and places respondents on their own subjective dimensions derived from judgments of trait self-descriptions. To test the technique, 35 college students, participating in groups of 10-15, judged similarity for 210 pair comparisons involving 20 traits plus the concept "yourself." Results indicated the weight vectors and person locations provided alternative ways for representing individual differences relative to the evaluative dimensions obtained from multidimensional scaling. Students generally placed more emphasis on the horizontal dimension than on the vertical dimension, and person locations were primarily on the evaluative side of the horizontal dimension. The location of individuals was not correlated with traditional measures of self-esteem. Charting coordinates for the self-concept in multidimensional trait space holds potential for producing a new measure of self-esteem. (JAC)

ED 226 374 CS 207 384

Stacks, Don W.; And Others
Syntactic Language Correlates of Written Communication Apprehension
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Business Communication; College Students; Evaluation Methods; Higher Education; *Language Usage; *Measurement Techniques *Models; Multidimensional Scaling; *Predictor Variables; Student Problems; Syntax; Technical Writing; *Test Construction; *Writing Apprehension; Writing Research

A study provided the initial test of a multidimensional instrument based on the idea that syntactic language choice might predict writing apprehension. The test measured six factors: (1) blank page paralysis, (2) general affect toward writing, (3) positive/negative business affect, (4) alternative modes, (5) attitude toward writing competence, and (6) attitude toward professional writing skills. Subjects, 59 undergraduate college students enrolled in business communication courses, completed the instrument and an assignment requiring them to write a business letter responding to a problem. Computer analysis of the letters revealed that five of the six factors had syntactic language variables significantly predicting writing apprehension. Although further refinement is needed, these results indicate that the instrument could be used to identify general writing apprehension and to diagnose specific problems. (Includes copies of the instrument and the writing assignment.) (JL

DOCUMENT RESUME

ED 226 511 EA 015 464

Wallin, Erik
To Change a School--Experiences from Local Development Work. Uppsal
Reports on Education, No. 13.
Uppsala Univ. (Sweden). Dept. of Education.
SPONS. AGENCY- National Swedish Board of Education, Stockholm.
REPORT NO.- ISBN-91-85250-62-7
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Change; *Educational Development; Educational Research; Educational Theories; Elementary Secondary Education; Experimental Programs; Foreign Countries; Inservice Teacher Education; Instructional Innovation; Models; Program Development; School Organization
IDENTIFIERS- *Sweden

Using examples of school change, this document discusses both Swedish experiences with local educational development and theories of schools and change. An introduction gives background informatio on Sweden's schools and its parlimentary activities on education. Section 2 reviews the history of local educational development, especially development activities of the 1940's and 1950's. Models of school reform and development are explored in section 3, which notes the parallel growth in Sweden of educational research and inservice training and cites problems with the research-and-development model of social change. Section 4 describe examples of local school development, including the establishment o education development centers; experiments on student, teacher, and parent involvement in decision-making in Uppsala schools; national studies to create models of school change; experimental development programs on a regional basis; and projects to increase cooperation between research and inservice training. The final section consider theoretical questions about Sweden's changing emphasis (from experiments to changes in everyday school activities), the use of school change to further general educational theory, and recent local school developments led by teachers. (RW)

DOCUMENT RESUME

ED 226 526 EC 150 699

Local Guidelines for Educating Gifted Students.
New York State Education Dept., Albany. Div. of Education for the Gifted and Talented.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academically Gifted; Acceleration (Education); Definitions; Elementary Secondary Education; Evaluation Criteria; *Gifted; *Grouping (Instructional Purposes); Guidelines; Mainstreaming; Mentors; Program Development; Program Evaluation; Special Classes; Student Evaluation; *Talent Identification; *Teacher Selection
IDENTIFIERS- *New York

Guidelines and about 160 references that may assist local New York State school districts develop programs for the gifted cover the following seven program components: planning, the district's philosophy and definition of gifted, identification, programming (curricula and instruction), teacher selection and education, promoting awareness of gifted education, and program evaluation. The definition of a gifted student will affect all the other components. The identification process involves screening, referral, determining whether a child is gifted according to state and local criteria, and notification of parents. A chart is presented that outlines common program management options and suggestions for each option (e.g., pullout program, cluster grouping, acceleration, homogeneous grouping, gifted student in the regular classroom and mentor program). Criteria for selection and retention of instructional personnel and steps in determining the purposes and requirements of program evaluation are outlined. The references, which are found in the Gifted and Talented Resource Collection, are identified by title, author, source, and date (1972-1981) pagination, and subject terms. References are organized into the same seven program components. (SEW)

DOCUMENT RESUME

ED 226 542 EC 151 020

McGarry, James; Finan, Patricia Leon
Implementing Massachusetts' Special Education Law: A Statewide Assessment. Final Report.
Massachusetts State Dept. of Education, Boston. Div. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Compliance (Legal); *Disabilities; Elementary Secondary Education; Financial Policy; Individualized Education Programs; Mainstreaming; Parent School Relationship; Peer Acceptance; Program Costs; *Program Evaluation; *Program Implementation; Services; *Special Education; State Federal Aid; *State Legislation; Student Placement
IDENTIFIERS- *Chapter 766 (Massachusetts)

The report presents findings from a 2-year evaluation of the implementation of Chapter 766, the Massachusetts comprehensive special education law. The evaluation included 10 substudies of issues related to special education. Most of the findings contained in the final report are based on coordinated case studies of 15 school districts and on a statewide survey. The report begins with background information on Chapter 766 and highlights major evaluation findings, including that the law still is supported by a broad political spectrum in the state; that school staff expressed negative feelings about the paper work involved in implementing the law; that the law has been largely effective in making a range of educational services available to all handicapped students aged 3 to 21; that secondary education has been greatly affected by the law but chronic problems remain; that relatively inexpensive efforts can be undertaken to solve many persistent financial problems; and that the state has dramatically increased reimbursement for education in poor urban settings since 1978-79. The second part of the report details findings and recommendations regarding eight issues (sample subtopics in parentheses): 1) finance (state aid, cost trends); 2) special education services (labels, related services); 3) the interface with regular education (inservice training); 4) state/local relations (monitoring, appeals); 5) secondary education (attitudes, service options); 6) individualized education plans (staff and parent use); 7) least restrictive environment (placement decisions, student acceptance); and 8) parent/school relations (impact on parents, organized parent efforts). (CL)

DOCUMENT RESUME

ED 226 559 EC 151 046

Brown, Elizabeth D.
Hyperactivity-Associated Behaviors in the Social-Ecological Context of Preschools.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Hyperactivity; Interaction Process Analysis; Preschool Education; Social Influences; *Student Behavior; *Student Teacher Relationship

The study investigated the reactions of social agents to the hyperactivity-associated behaviors of 82 nondiagnosed preschool children. Observational data were collected during structured, learning periods and unstructured, free time periods. Results showed that not only did intrusive vocal noise attract teacher attention in the same type of environment, but it crossed the experimental parameter to explain a significant portion of the variance in teacher intervention in a different type of environment. While noise made with objects seemed not to draw a reprimand from teachers during class time, it did attract the teacher during play periods (probably because the noise was louder during play). Off task behavior also attracted teacher attention. (SW)

DOCUMENT RESUME

ED 226 576 FL 013 469

Lide, Barbara; Lide, Francis
Minimal-Context Dramatizations in the Foreign Language Classroom: An Approach to Elementary German.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; Classroom Techniques; *Dialogs (Language); *Dramatic Play; German; *Role Playing; *Second Language Instruction; *Teaching Methods

Guidelines and examples for using dramatization to teach elementary German are presented. Dramatization can be used productively as an aid to learning even at the very beginning of a course or in an academic environment that is hostile to innovation. In order to learn an utterance in a foreign language, the students must be able to project their imaginations into a situation that calls for such an utterance. Before many of the basics of surface structure are learned, simple exchanges between strangers that involve only a few words can be dramatized. Simple classroom situations can be dramatized by using vivid expressions, all of which must be taught with the appropriate intonations, emphases, and gestures. This allows the learners to imagine the context for the exchanges. Textbook exercises can be milked for their dramatic potential by adding gestures, expressions, and intonations to the dialogs, or they can be replaced by more realistic or earthier situations. Vivid dramatizations are especially important to illustrate a point of grammar that is sharply constrastive to English by promoting empathy with the way the point of grammar works psychologically. (RW)

DOCUMENT RESUME

ED 226 593 FL 013 500

Hatch, Evelyn; Farhady, Hossein
Research Design and Statistics for Applied Linguistics.
PUB DATE- 82
AVAILABLE FROM- Newbury House Publishers, Inc., Rowley, MA 01969 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTIONS- *Applied Linguistics; Data Analysis; Higher Education; Instructional Materials; *Language Research; *Research Design; Research Methodology; *Statistical Analysis; Statistics

An introduction to the conventions of research design and statistical analysis is presented for graduate students of applied linguistics. The chapters cover such concepts as the definition of research, variables, research designs, research report formats, sorting and displaying data, probability and hypothesis testing, comparing means, correlational analyses, linear regression, reliability and validity, and factor analysis. Examples are drawn from bilingual education, English as second language instruction, and language policy and planning research. Each chapter includes problems, activities, and guidelines for working with a computer. Also provided are a pretest for determining where in the text more advanced students should begin, a glossary of symbols, statistical tables, and a list of formulas. (RW)

DOCUMENT RESUME

ED 226 608 FL 013 518

Calderon, Margarita; And Others
Methods and Techniques for Communicative Competence in Bilingual Education, Packet II. Language Proficiency Acquisition, Assessment, and Communicative Behavior, Series B. Teacher Edition. Bilingual Education Teacher Training Packets.
Evaluation, Dissemination and Assessment Center, Dallas.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($1.60).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Education; Bilingual Teachers; *Communicative Competence (Languages); Dialogs (Language); Higher Education; Interaction; *Interpersonal Communication; Language Proficiency; Linguistic Theory; Models; Native Language Instruction; *Notional Functional Syllabi; Role Playing; *Second Language Learning; Spanish Speaking; *Teacher Education; Teaching Methods
IDENTIFIERS- *Strategic Interaction Method

A teacher training packet (teacher's edition) on methods and techniques for communicative competence in bilingual education is presented. In addition to state-of-the-art reviews, the packet contains: a course syllabus, a pretest and answer key, a glossary, learning objectives, learning activities, a notional-functional taxonomy, diagrams of the notional-functional practice, a guide to discussion on scenario development, a dialogue in Spanish of students working on a math lesson, and a posttest. Narrative sections are presented on the following topics: (1) past and present trends toward communicative competence, (2) a framework for communicative competence, (3) the functional approach to communicative competence, (4) basic components of the strategic interaction (S-I) method, (5) applications of the S-I method, and (6) scenario development. A chapter by Mary Ann Larsen-Pusey entitled, "Communicative Competence: Application through a Functional Approach," describes a teaching model that progresses from oral dialogue to written discourse. Another chapter, by Robert J. DiPietro, entitled, "The Strategic-Interaction Method: Learning through Language Use in the Classroom," describes a second model that gives equal significance to both form and function. Finally, a chapter by Olga Rubio entitled, "The Strategic-Interaction Method in the Classroom," considers open-ended scenario development. (SW)

DOCUMENT RESUME

ED 226 623 HE 015 556

Dickmeyer, Nathan
Balancing Risks and Resources: Financial Strategies for Colleges and Universities.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE- Oct 82
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 (1-9 copies free; 10 copies or more, $.25 a copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTIONS- Administrator Role; *College Planning; College Role; Cost Effectiveness; Decision Making; *Educational Finance; Educational Objectives; *Financial Policy; Financial Support; Higher Education; Marketing; Money Management; *Needs Assessment; Policy Formation; Resource Allocation; *Risk
IDENTIFIERS- *Strategic Planning

Financial strategies, plans to increase return--and risk--up to the point (but not beyond) where the protection of core activities may begin to break down, are addressed. The stages for developing a financial strategy are: (1) formulate and examine academic program, research, and marketing strategies; (2) define core activities necessary to maintain the institution with its academic, research, and marketing strategies; (3) measure the levels of risk created by these internal, nonfinancial strategies and by external forces; (4) measure the levels of buffers like financial reserves available to protect core activities from risk; and (5) trade off the requirements to increase buffers against the need for additional nonfinancial resources necessary to accomplish core strategies. The role of the financial manager is one of monitoring risk and resource levels and participating in the trade off between the need to build buffers and the need to build other resources. With the prospect of increasing financial stringency in U.S. institutions of higher education has come the necessity of acknowledging changing levels of risk. Financial management must be better integrated into strategic planning for institutions of higher education to be able to cope with the uncertainties of the 1980s. The risks that an institution faces are changing constantly, and financial strategies that were once appropriate may no longer be best for achieving goals while minimizing threat to core activities. Institutions must monitor financial and nonfinancial resources and three aspects of risk: expectations, preparation, and tolerance. (SW)

DOCUMENT RESUME

ED 226 636 HE 015 747

Shingleton, John D.; Scheetz, L. Patrick
Recruiting Trends 1982-83. A Study of 637 Businesses, Industries, Government Agencies, and Educational Institutions Employing New College Graduates.
Michigan State Univ., East Lansing. Placement Services.
PUB DATE- 15 Nov 82
AVAILABLE FROM- Placement Services, 113 Student Services Building, Michigan State University, E. Lansing, MI 48824 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *College Graduates; Employment Interviews; *Employment Opportunities; Geographic Regions; Higher Education; *Job Placement; Labor Market; Labor Supply; *Majors (Students); Occupational Surveys; Personnel Needs; *Recruitment; Salaries; Trend Analysis
IDENTIFIERS- Recruiting Trends Survey

Results of the 1982-1983 Recruiting Trends Survey of Michigan State University are presented, based on a cross-section of 637 responding employers in business, industry, government, and education. After an overview of the findings, statistical tables and observations for each table are presented. Results indicate that the class of 1982-1983 will face a declining job market. In general, visitations to campuses by employers will be reduced and hiring quotas will shrink about 16.8 percent for bachelor's degree graduates. The oversupply of new graduates will continue for liberal arts, social science, and education, and this year's engineering graduates will also feel the decline in employer demand. For majors in which the supply of new graduates is more equivalent to the demand, the smallest decreases are likely to be experienced by majors in hotel, restaurant and institutional management, marketing/sales, and retailing. Additionally, information is provided on: hiring minorities and women, starting salary offers, reductions of salaried workforces, employment opportunities by geographic region, campus interview schedules, placement services and recruitment activities, and personnel forecasting. Questionnaire items and a list of employer respondents are appended. (SW)

DOCUMENT RESUME

ED 226 651 HE 015 919

Nursing Delineation Pilot Study, 1981-1982. Volume 1: Methods Report.
Kentucky Nursing Education Project.
Kentucky State Council on Higher Education, Frankfort.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 82
AVAILABLE FROM- Kentucky State Council on Higher Education, W. Frankfort Office Complex, U.S. Rt. 127 S. Highway, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Difficulty Level; Educational Objectives; *Education Work Relationship; Employment Qualifications; Evaluation Methods; Higher Education; *Job Analysis; Job Skills; Knowledge Level; Nurses; *Nursing Education; *Occupational Information; *Research Methodology; *Skill Analysis; Statewide Planning
IDENTIFIERS- *Kentucky Nursing Education Project

A methodology was developed for the systematic analysis of the nursing profession, as part of the Kentucky Nursing Education Project's Nursing Delineation Study. The methodology defined and ranked nursing tasks according to the degree of complexity in order to promote articulation in nursing practice and education and to better utilize the different categories of nursing personnel. A 17-member task force represented the major domains of nursing (administration, clinical, education, and research). The methodology was based on Gilpatrick's "Health Services Mobility Study (HSMS) Method of Task Analysis and Curriculum Design" (1977). The following five steps were undertaken: (1) listing of nursing tasks; (2) defining tasks; (3) scaling each task by type, level of skill, and knowledge required; (4) task list review/revision by external consultants; and (5) additional task rankings and grouping of tasks, weighting of skill or knowledge area, and developing job descriptions and educational objectives corresponding to task data for each level of practice. Appendices include: skill and knowledge scales with descriptors, knowledge classification system, standard forms, and a glossary of terms used in task descriptions. Project staff and areas of expertise are also identified. (SW)

DOCUMENT RESUME

ED 226 666 HE 015 934

Lapin, Joel D.
The Needs for and Benefits of Collaboration between Higher Educati
and Business and Industry.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Career Education; Case Studies; Continuing Education
*Cooperative Programs; Economic Factors; Employment Programs; Fie
Experience Programs; *Higher Education; *Industry; Internship
Programs; *Labor Force Development; Private Financial Support;
*School Business Relationship; Technical Education
IDENTIFIERS- Comprehensive Employment and Training Act

The mandate for and benefits of collaborative efforts between higher education and business and industry are considered, and cas studies that can serve as models and sources for consultation are presented of successful collaborative efforts on the local, regional, state, and national levels. Literature and research gathered through the Higher Education/Comprehensive Employment and Training Act (CETA) Project of the American Council on Education i used in support of collaborative processes and programs. The curre increased interest in linkage efforts is typified by the prevalenc of conferences, forums, and related collaborative programs. The problems that indicate a need for collaboration include: students enter the labor force without adequate basic skills, the state of the economy, the need to adjust to rapid change, and the unmet demand for highly skilled workers. Higher education contributes to business and industry by developing employment-related programs, professional training, and lifelong learning opportunities, while business/industry support career education and occupational traini in a variety of ways. Collaborative efforts are frequently significant on the local community level, and more projects are being developed at the state level. (SW)

DOCUMENT RESUME

ED 226 680 HE 015 948

Wakefield, Linda Morton
Alcohol and Other Drug Use Among Undergraduates at Indiana University, Bloomington, Including a Comparison Between I.U. Students and the State's High School Population. Indiana Studies in Higher Education, No. 49.
Indiana Univ., Bloomington. Bureau of Evaluative Studies and Testing.
PUB DATE- Oct 82
AVAILABLE FROM- Bureau of Evaluative Studies and Testing, Indiana University, Bloomington, IN.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Alcoholic Beverages; *Drinking; *Drug Abuse; Drug Use; Higher Education; High School Students; Institutional Research; *Marihuana; Narcotics; Questionnaires; Sedatives; Stimulants; Student Characteristics; *Undergraduate Students
IDENTIFIERS- *Indiana; *Indiana University Bloomington

The use of alcohol and six classes of illicit drugs among 485 undergraduates at Indiana University, Bloomington, was studied in 1981-1982 and compared to a state study of alcohol/drug use by high school students. Attention was focused on the following questions: When does drug experimentation begin, and which drugs are currently most popular? How easy is it to obtain illegal drugs at Indiana University, and are certain types of college students more involved with drugs than others? It was found that alcohol was by far the most abused substance by IU college students (89 percent), and that marihuana (56 percent), amphetamines (29 percent), and cocaine (22 percent) were also fairly popular. Fewer students used sedatives (17 percent), hallucinogens (11 percent), and opiates (4 percent). Cocaine, sedative, and hallucinogen use typically began in college, while amphetamine, marihuana, and alcohol use usually began in high school. Off-campus students most frequently used alcohol and other drugs, while fraternity and sorority members were the second most frequent users. Other student groups that might be targeted for prevention/intervention include those with lower grade point averages, males, and those involved in many extracurricular activities. A questionnaire is appended. (SW)

DOCUMENT RESUME

ED 226 694 HE 016 020

Lawrence, Judith K.; And Others
The Handicapped Student in America's Colleges: A Longitudinal Analysis. Part 3: Disabled 1978 College Freshmen Three Years Later.
Higher Education Research Inst., Inc., Los Angeles, Calif.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 82
GRANT- G008001875
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Achievement; *Academic Persistence; *Accessibility (for Disabled); *College Freshmen; *Disabilities; Dropout Attitudes; Educational Background; Educational Policy; Hearing Impairments; Higher Education; Longitudinal Studies; Multiple Disabilities; Physical Disabilities; Questionnaires; Special Health Problems; Student Attitudes; Student Attrition; Student Characteristics; *Student College Relationship; Visual Impairments
IDENTIFIERS- Stopouts

Results of a 1981 followup survey of a 1978 disabled freshmen group are presented, with attention directed to the current status of the students, their educational progress, and college experiences. Information is given on the research methodology, the Cooperative Institutional Research Program (CIRP), and the CIRP annual freshman survey. A comparison is made of the respondent group's characteristics and those of the nondisabled 1978 freshmen, and a detailed discussion is presented on the 1981 followup respondents by disability (orthopedic, visual, multiple, hearing, and health-related disabilities). Statistical data are also presented for learning disabled, speech impaired, emotionally disturbed, and "other" disabled students. Additional topics include: demographic, family, and educational background; 1981 status (i.e., continuous persisters, former stopouts, current stopouts, and dropouts); reasons for withdrawing or transferring; college performance; living arrangements and experiences; degree plans and career choices; disability-related issues; and personal issues, including life goals. Finally, results of regression analyses are presented regarding performance, college satisfaction, and persistence; and policy implications are discussed. Questionnaires are appended. (SW)

DOCUMENT RESUME

ED 226 708 IR 010 586

Vaughan, Jerry L.
Computers and Telecommunications. A Survey of the Status, Characteristics and Implications of the Information Society. An Element of the Accreditation Self-Study at College of the Mainland, Texas City, Texas.
College of the Mainland, Texas City, Tex.
PUB DATE- 1 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Computers; *Delivery Systems; *Futures (of Society); Global Approach; *Information Dissemination; Social Values; Surveys; *Technological Advancement; Technology Transfer; *Telecommunications
IDENTIFIERS- Information Utility

Prepared as part of the College of the Mainland's reaffirmation of accreditation, this report describes international interest in the information society concept, and defines an information society as the evolutionary outcome of the progressive development and decentralization of computing technology and communications technology. The technological ability to substitute electrical information as symbolic information for physical information and transmit the substituted symbols via electronic media is explained as the technological basis of such a society. A forecast of the status of the information society in the United States in the 1990's is presented, and computer-based systems that will affect educational curricula in the fields of mathematics and chemistry are identified. An explanation of the concept of information utilities is followed by discussions of the human resources dimension of effectively managed information utilities, and value trends and their societal implications in the information society. The references and bibliography include 13 items. (LMM)

DOCUMENT RESUME

ED 226 723 IR 010 604

Procedures Manual for School Library Media Centers.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Elementary Secondary Education; Equipment Maintenance; *Learning Resources Centers; *Library Administration; Library Circulation; Library Standards; *Library Technical Processes; Media Selection; Media Specialists; Questionnaires; *Records (Forms); *School Libraries
IDENTIFIERS- *Oklahoma

This guide is designed to help school library media specialists in establishing a media center or to provide new ideas for existing centers. The first section presents media selection information, including sources for ordering; selection guidelines; suggestions for analyzing children's materials for sexism and racism; evaluation criteria (for picture books, fiction and information books, filmstrips, and nonmusical recordings); audiovisual preview policies; purchasing procedures; and an acquisitions flow chart. Procedures for processing and cataloging various types of media are described in the second section. A section on equipment focuses on maintenance and inventory of audiovisual equipment, as well as selection, and processing. Sections on circulation and scheduling and working with teachers and support staff, aides, and volunteers are also provided. Finally, maintenance is discussed and information is provided on inventory, repair, and weeding of materials. In addtion to a glossary and a 3-page bibliography, the Oklahcma standards for library/media centers are included, arranged by level of schools, with regulations and criteria for each. The appendix provides an extensive collection of sample forms for use in library media centers, including assessments, questionnaires, and record-keeping forms. (LMM)

DOCUMENT RESUME

ED 226 738 IR 050 105

Studies of Illinois Public Libraries Using Data from 1980-81.
Illinois Library Statistical Report No. 3.
Illinois Univ., Urbana. Library Research Center.
SPONS. AGENCY- Illinois State Library, Springfield.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTIONS- *Fringe Benefits; Insurance; *Interlibrary Loans; Leaves of Absence; *Librarians; *Library Personnel; Library Surveys; Personnel Policy; Professional Development; *Public Libraries; Retirement Benefits; Staff Development; Tables (Data); Vacations
IDENTIFIERS- *Head Librarians; Holidays; *Illinois; Sick Leave

Employee fringe benefits, characteristics of head librarians, and interlibrary loan activity among Illinois public libraries are described in this compilation of three reports. The first and largest report delineates results of a 1980/81 fringe benefit survey conducted by telephone interview. It is noted that the Chicago Public Library was specifically excluded from this study of Illinois public libraries. Information is presented on reimbursement for evening, weekend, and overtime work; paid holidays; paid vacations; paid sick leave; other types of leave of absence; support for continuing education and professional association activity; group insurance; retirement provisions; and other fringe benefits. An index of four major public library fringe benefits developed for the sake of comparison, sample survey forms, and 12 tables of data are provided. The second report presents information on Illinois head public librarians by sex, extent of formal education, salary, size of library, and location of library within Illinois. Data extracted from 1979/80 and 1980/81 annual reports are displayed in four tables. A summary of interlibrary loan activity for Illinois public libraries from 1976/77 to 1980/81 is briefly presented in the third report, which includes data on loans received and transmitted. (ESR)

DOCUMENT RESUME

ED 226 753 IR 050 121

Saracevic, Tefko; Wood, Judith B.
Consolidation of Information. A Handbook on Evaluation, Restructuring and Repackaging of Scientific and Technical Information. Pilot Edition.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- PGI/81/WS/16
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Developing Nations; *Information Centers; Information Dissemination; *Information Needs; *Information Processing; Information Science; Information Systems; State of the Art Reviews; *Technical Writing; Use Studies
IDENTIFIERS- Information Analysis; *Information Consolidation; Information Packaging; *Scientific and Technical Information; User Needs

Intended as a pilot version, this handbook deals with the consolidation of scientific and technical information, i.e., the purposeful structuring of texts or messages from existing public knowledge in order to affect the private knowledge of individuals who otherwise might not be able to effectively and efficiently access or use the public knowledge in its original form. Thirteen chapters are presented, covering: (1) the handbook's objectives and limitations, and the research methodology used in its compilation; (2) basic concepts and processes involved in information consolidation; (3) information consolidation in developing countries; (4) aspects of users to be studied before attempting consolidation of information, and user study methodologies; (5) the development of information consolidation products, with examples targeted to specific audiences; (6) the selection of items to be consolidated; (7) the evaluation of information and information sources; (8) evaluative analysis and synthesis of information, particularly as practised in information analysis centers; (9) the production of reviews and state of the art reports; (10) technical writing for non-technical audiences; (11) information packaging and repackaging; (12) information dissemination and marketing; and (13) the basic requirements of information consolidation presented in summary form. A sample list of information analysis centers and references for each chapter in the handbook are also provided. (Author/ESR)

DOCUMENT RESUME

JC

ED 226 766 JC 820 481

Beachler, Judith Anne
Developing a Profile of the Continuing Education/Community Services Marketplace.
PUB DATE- 12 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Planning; *Community Characteristics; Community Colleges; Community Education; *Community Services; *Enrollment Projections; *Enrollment Trends; Long Range Planning; Population Trends; Statistical Analysis; *Trend Analysis; Two Year Colleges
IDENTIFIERS- *Community College of Allegheny County PA

An analysis is presented of the application of the Fiscal Trend Monitoring System (FISM) to community services/community education programs. First, background material describes the FISM as an approach to monitoring the financial condition of a county, city, township, or other governmental body with taxing capacity and explains how it may be adapted to the community services marketplace. Next, questions to be addressed in developing a profile of the community services market are considered in terms of market measurement and forecasting, market segmentation, and consumer analysis. The report then discusses the objectives and use of demographic trend analysis in plotting trends with different types of available data. Guidelines are then presented for collecting the necessary external (e.g., census) and internal (e.g., college) data and for developing community and enrollment profiles. Finally, an example of the use of the trend analysis system by the Community College of Allegheny County is provided, which includes an examination of the Allegheny County profile and its impact on projected enrollments; reveals trends in enrollment figures and their implications for the future; and explores the interrelationship between enrollment and county demography. Tables providing trend data for Allegheny County are presented. (HB)

DOCUMENT RESUME

ED 226 780 JC 830 073

Implementation of Budget Act Language to Reduce State Apportionments to Community College Districts by $30 Million: A Report to the Legislature in Response to the 1982-83 Budget Act.
California State Postsecondary Education Commission, Sacramento.
REPORT NO.- CPEC-82-32
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Budgeting; *Community Colleges; Community Services; Educational Finance; Financial Problems; *Financial Support; Noncredit Courses; Recreational Programs; *Resource Allocation; *Retrenchment; *State Aid; State Legislation; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

This report reviews actions taken by the Board of Governors and th Chancellor's Office of the California Community Colleges to implement the 1982-83 Budget Act's $30 million reduction in state apportionments for the community colleges. First, background material specifies the options provided by the legislature to effect the savings, including cutting funding for non-credit courses; avocational, recreational, and personal development courses; or certain types of adult and community education courses. Next, actions of the Board of Governors and the Chancellor's Office to implement the funding reduction are discussed, including the identification of avocational, recreational, and personal development courses that could be offered as self-supporting community service classes. Then, the report outlines procedures used to calculate reductions based on district reports and estimated apportionment reductions on a district-by-district basis. After the criteria for courses to be deleted are presented, an analysis of the effect of the funding reduction on the community colleges' mission is provided. Finally, findings regarding the implementation of the budget reduction are outlined. Appendices include a report to the legislature on the deletion of selected credit and noncredit courses from the community college curriculum and tentative lists of courses to be deleted. (HB)

DOCUMENT RESUME

ED 226 795 JC 830 097

Mink, Oscar G.; And Others
A Manual for the Individualized Instruction Inventory (III).
Texas Univ., Austin.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Classroom Techniques; *College Faculty; Community Colleges; *Individualized Instruction; National Norms; *Self Evaluation (Groups); Student Teacher Relationship; *Test Construction; Testing; Test Manuals; Test Norms; Test Reliability; Test Use; Test Validity; Two Year Colleges

This test manual provides information on the development, characteristics, and use of the Individualized Instruction Inventor (III), a 64-item behavioral instrument designed to assess the exter to which community college instructors use individualized instruction in the classroom. The manual begins by providing a bri overview of the III, followed by background on individualized instruction and the character and purpose of the scale. The manual then describes the III's development and the nature and meaning of the eight independent factors it assesses: (1) systematic individualized learning activities and course design; (2) self-pacing; (3) life/career practical application; (4) student responsibility for achievement; (5) student involvement in learnin (6) learning contracts; (7) interpersonal student-teacher relationships; and (8) use of available school resources. A discussion of the use of the III and guidelines for self-administering and scoring the scale are followed by data on national III norms, based on scores from 1,012 community college instructors from 36 colleges across the country, and psychometric data on the III's reliability and validity. The final sections of the manual review recent research using the III and its concepts ar commentaries on crucial elements of individualized instruction. References and the III are appended. (AYC)

DOCUMENT RESUME

ED 226 809 JC 830 136

Kistler, Kathleen M.
REPP: A Case Study in Federal Financing--Long Term Fiscal and Instructional Implications. A Project Report.
College of the Redwoods, Eureka, Calif.
PUB DATE- 15 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Community Colleges; *Counselor Attitudes; Federal Programs; Job Layoff; Lumber Industry; *Participant Satisfaction; *Program Costs; Program Evaluation; Questionnaires; Reentry Students; *Retraining; School Surveys; *Student Attitudes; Student Needs; *Teacher Attitudes; Two Year Colleges; Two Year College Students; Unemployment
IDENTIFIERS- *Redwood Employees Protection Plan CA

A study was conducted at the College of the Redwoods to analyze th fiscal, institutional, and instructional impact of the Redwood Employees Protection Plan (REPP) program, a federally funded retraining program for timber workers displaced by redwood park expansion. The study involved telephone interviews with 37 former and current students, 16 faculty members, and 3 counselors regarding their experiences with the program. In addition, REPP contracts, budget reports, student schedules, and data from the Learning Assistance Center and Business Office were analyzed to determine the costs and revenues of the program. Selected findings revealed: (1) more than 50% of the REPP students reported satisfaction with the program, their courses, and their instructors; (2) at least 30% said they needed more information, encouragement, and guidance to explore new careers and educational opportunities; (3) 63% of the instructors indicated that REPP students generally performed above average in class; (4) all of the counselors indicated that REPP students initially required more than average counseling time and two felt that REPP students had higher than average completion/success rates; and (5) net revenue to the district resulting from REPP totaled $42,291.45 in fall 1981. Based on study findings, recommendations were made for improving the program and for future involvement in specially funded programs. The survey instruments and job market data are appended. (DAB)

DOCUMENT RESUME

ED 226 824 PS 013 346

Moore, Dorothy L.
Musical Environment: Its Influence on the Preschool Child.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Ability; Early Childhood Education; *Family Environment; *Kindergarten Children; *Music; Music Activities; Musi Appreciation; *Parent Influence; *Predictor Variables; Socioeconomi Status

In order to identify significant environmental factors that relate to the rhythm and pitch responses of 5-year-old children, a team of elementary music teachers individually tested approximately 100 preschool children upon kindergarten entrance. The rhythm responses measured pulse (or beat), rhythm pattern identification, and rhythm pattern duplication. Pitch responses measured pitch pattern identification, vocal range and pitch accuracy, and pitch pattern duplication. Coupled with these data were environmental and personal factors obtained from a questionnaire sent to children's parents. These factors included the musical instruments owned and played in the home, parents' participation in musical activities, the sex and age of the child, socioeconomic status, and the child's attendance at nursery and church schools. In general, results indicated that young children living in an environment that provides exposure to music and music making instruments, and that encourages and rewards musical attempts, are more apt to demonstrate higher levels of musical development than those children who have few or none of these advantages. (MP)

DOCUMENT RESUME

ED 226 840 PS 013 377

Battle, Jimmie L.; Blackwell, Jacqueline

Administrators' Perspective: Integrating Nutrition Education Into the Preschool Curriculum.

PUB DATE- 81

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Child Development; *Integrated Curriculum; *Nutrition Instruction; *Preschool Curriculum; Preschool Education; *School Responsibility

This paper addresses the need for and importance of integrating nutrition education into the existing preschool curriculum. Following a brief definition of nutrition education according to the White House Conference on Food, Nutrition, and Health, discussion focuses on determining who is responsible for nutrition education. It is argued that, although parents certainly play a major role in the nutritional care and education of their children, educators, administrators, classroom teachers, and other school personnel must also assume much of the responsibility for making nutrition education more meaningful. The author concludes by demonstating how, through integration of the nutrition education into the existing preschool curriculum areas, children can enrich their experiences in language, social living, mathematics, science, and aesthetics. (MP)

DOCUMENT RESUME

ED 226 856 PS 013 395

Collins, Natalie Madgy; And Others
Business and Child Care Handbook.
Greater Minneapolis Day Care Association, MN.
SPONS. AGENCY- Minnesota CETA-Education Task Force, St. Paul.
PUB DATE- 82
AVAILABLE FROM- The Business and Child Care Project, Greater Minneapolis Day Care Association, (GMDCA), The Lehman Center, 1006 West Lake Street, Minneapolis, MN 55408 (Paper, $12.50, plus $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Day Care; Day Care Centers; *Decision Making; Early Childhood Education; *Employer Supported Day Care; Glossaries; History; Information Services; Legislation; *Needs Assessment; Parent Education; *Program Costs; Referral
IDENTIFIERS- *Minnesota; Sick Child Care

Intended as a resource for corporate and industrial managers, employee groups, and others, this handbook provides basic discussion of child care and offers a guide for decision making. After the first chapter's brief introductory discussion of possible motives for becoming involved with child care, chapter 2 analyzes the phenomenon of the working mother by examining changes in the structure of the American family, changes in the composition of the workforce, and the need for child care services. Costs of child care are specified and discussed in chapter 3. In chapter 4, direct and indirect child care program options and elements of decision-making processes for employers are pointed out. Chapter 5 presents a business and child care project needs assessment system, a summary report of a needs assessment, and a sample child care study proposal. The seventh and concluding chapter briefly discusses the history of employer involvement in child care services in the United States. Various related materials are appended, including a glossary of terms, names and addresses of sponsors providing child care options, a directory of child care services and resources, an annotated list of federal and Minnesota state legislative acts relating to child care, several fact sheets, a list of references and related readings, and a brief list of compiled bibliographies. (RH)

DOCUMENT RESUME

ED 226 872 RC 013 263

Wolfe, Karleen
"Things to Share and Do" from the Daybreak Star Indian Reader: Classroom Activities for the Middle Grades.
United Indians of All Tribes Foundation, Seattle, Wash.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- American Indian Culture; *American Indians; American Indian Studies; Cultural Activities; Cultural Awareness; Elementary Education; *Enrichment Activities; *Food; *Games; *Handicrafts; *Legends; Puzzles; Tribes

Designed for classroom use, the booklet is a collection of the easiest-to-use classroom ideas taken from past issues of the "Daybreak Star Indian Reader," published monthly throughout the school year by the United Indians of All Tribes Foundation. The selection of articles and activities focus primarily on Plains and Northwest Indian cultures, making the booklet especially helpful as a resource for supplemental information when studying these regions. The readability and activity levels of this collection range between grades 4-8. Presented in five sections (general information, legends, crafts and activities, games, and food), activities include crossword puzzles, seek-and-find word puzzles, dod-to-dot pictures, hidden pictures, food recipes, and Indian games. Subjects of articles include origins of Indian names, respect for nature, the cycle of life, transportation aids, oral tradition, and craft activities, such as beadwork and dough art. (ERB)

DOCUMENT RESUME

ED 226 887 RC 013 861

Gass, Michael
"The Role of Creativity in Learning in the Outdoor Classroom".
PUB DATE- 17 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Creative Development; *Educational Environment; Elementary Secondary Education; Experiential Learning; *Outdoor Education; *Student Development; *Teacher Role; *Teaching Methods

Points on teaching students to be creative, practical techniques used to help creativity flourish, and the role of creativity in learning in the outdoor classroom are explored. Suggestions for encouraging creativity in the outdoors to occur are: to make use of the ample assortment of ways the outdoor environment can stimulate each student; to place students in environments which are conducive to creative thinking and responses; to provide a variety of media through which a student can express learning which is taking place in the outdoors; and to supply students with experiences which will increase their observations and examination abilities. Other suggestions include: eliminating a number of factors which can stifle a student's creative nature; using learning situations in outdoor education which require the student to be a more involved, independent, and responsible learner; handling the area of evaluation carefully; and leading students to synthesize as well as analyze. (Author/ERB)

DOCUMENT RESUME

ED 226 902 RC 013 877

Henderson, Karla
Health and Safety Managerial. Student Guide to Home Study. Camp Administration Series.
American Camping Association, Martinsville, Ind.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 82
GRANT- G007901333
AVAILABLE FROM- American Camping Association, Bradford Woods, Martinsville, IN 46151-7902.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Education; Adult Education; *Camping; Competency Based Education; *Correspondence Study; *Disabilities; *Health Needs; Independent Study; Learning Activities; Outdoor Education; Records (Forms); Resource Materials; *Safety; Standards; Student Teacher Relationship; Study Guides
IDENTIFIERS- *Project STRETCH

Produced as part of Project STRETCH (Strategies to Try out Resources to Enhance the Training of Camp directors serving the Handicapped), the home study student guide for the health and safety managerial course consists of a course overview, cancellation policy, desired outcomes of camp director education, the four phases of the course, and an appendix. Phase I provides a student needs assessment form, a reading list, and a student vita form. The plan of study and suggested learning activities are presented in phase II. Phase III deals with learning assignments for the four lessons which outine the competency area to be learned, suggested readings, objectives, discussion, activities, and review. The evaluation phase, phase IV, includes a home study course and instructor evaluation form. Supplementary reading materials conclude the guide. (BRR)

DOCUMENT RESUME

ED 226 917 RC 013 893

Student's Workbook: Santa Barbara County Schools Environmental Education Program.
Santa Barbara County Schools, Calif.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *American Indian Culture; *Animals; Cultural Traits; Elementary Education; *Environmental Education; Geology; Learning Activities; Maps; *Outdoor Activities; Outdoor Education; Paleontology; *Plant Identification; Resident Camp Programs; Science Education; Workbooks
IDENTIFIERS- California (Santa Barbara County); Chumash (Tribe); *Environmental Education Outdoor School Program CA

The workbook was developed for use by students attending the Environmental Education Outdoor School Program. It is made up of 12 activity records of events and/or lessons learned, i.e., a map to be used in recording the trails taken on hikes; Chumash Indian cultural traits; fossils found and where they were found; and a Tequepis Canyon crossword puzzle. (AH)

ED 226 560 EC 151 047

Winikur, David W.
Creating Change in Special Education and School Psychological Services: A Framework for Collaboration.
PUB DATE- 27 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Change Strategies; *Delivery Systems; *Disabilities; Elementary Secondary Education; *Labeling (of Persons); *State Programs
IDENTIFIERS- New Jersey

The paper reviews a collaborative effort in New Jersey to review their special education service delivery system with the intention of looking for alternatives to the labeling of children. Problems with the current labeling system are considered, and difficulties in creating change are pointed out. New Jersey's model for change is described in terms of its five phases: review of the professional literature, organization of State Education Agency personnel, provision of demonstration projects to various districts, dissemination and outreach, and project policy formation. Four factors are seen to strengthen a delivery--careful planning, broad based participation, evaluation, and a high caliber of participants in all phases of the project. A chart illustrates the project phases. (SW)

ED 226 577 FL 013 470

Perissinotto, Giorgio
"You Have the Right to Remain Silent." Two Case Studies in Forensic Linguistics Involving Spanish Speaking Suspects.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Civil Rights; Communication (Thought Transfer); *Communication Problems; Comprehension; *Criminal Law; Criminals; Discourse Analysis; Intercultural Communication; Law Enforcement; Non English Speaking; *Spanish Speaking
IDENTIFIERS- *Miranda Warning

Two case studies involving possible violations of the rights of Spanish speaking criminal suspects are presented. In cases where suspects do not understand English, the Miranda warnings regarding the right to remain silent must be delivered in their native language and in a way that is understandable to the suspects. In the two cases involving Spanish speaking murder suspects who confessed to the murders after receiving the warnings, it is doubtful whether they fully understood the implications of waiving their right to remain silent. An analysis of the recordings of the interrogations reveals that in each case the interrogator spoke a different dialect of Spanish than the suspect or had an insufficient command of Spanish for meaningful communication to have taken place. It is shown that the language used in the warnings was ambiguous to the suspects. Coming from a different culture, it may be difficult for suspects to understand the law's protection of their rights or the fact that they are under no compulsion to speak to the interrogator. Transcripts of the interrogations are appended. (RW)

ED 226 594 FL 013 501

Lambert, Richard D., Ed.; Freed, Barbara F., Ed.
The Loss of Language Skills.
REPORT NO.- ISBN-0-88377-205-1
PUB DATE- 82
AVAILABLE FROM- Newbury House Publishers, Inc., Rowley, MA 01969 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingualism; Elementary Secondary Education; Ethnic Groups; Evaluation Methods; Higher Education; Language Acquisition; Language Attitudes; *Language Maintenance; Language Planning; Language Research; Language Skills; Language Tests; *Linguistic Theory; Neurolinguistics; Psycholinguistics; Public Policy; *Second Languages; Sociolinguistics
IDENTIFIERS- *Language Attrition

Papers are presented on the loss of language skills by those who have studied and then discontinued the use of a second language. The scope of the papers is summarized and dimensions of language attrition research is briefly discussed. Theoretical aspects of psycholinguistics and sociolinguistics with special relevance to language loss are addressed in: "Insights from Child Language Acquisition for Second Language Loss" (Jean Berko-Gleason); "Social Factors in Language (and Second Language) Retention" (Robert C. Gardner); "Language Loss and Maintenance in Language Contact Situations (Nancy C. Dorian); and Neurolinguistic Aspects of Language Loss as They Pertain to Second Language Attrition" (Loraine K. Obler). Additional papers include: "Determining the Linguistic Attributes of Language Attrition" (Roger W. Anderson); "Technical Issues in Designing and Conducting Research on Language Skill Attrition" (Rebecca L. Oxford); "Measurement Considerations in Language Attrition Research" (John L. D. Clark); "Language Attrition and the Administration of Secondary School and College Foreign Language Instruction" (Albert Valdman); "The U.S. Government's Foreign Language Attrition and Maintenance Experience" (Pardee Lowe, Jr.); "Policy Implications/Complications Arising from Native Language Attrition in U.S. Ethnolinguistic Minority Groups" (Jack Levy); and "Implications of Language Attrition Research for National Language Policy" (Richard T. Thompson). A summary chart of findings from previous research on language loss and a bibliography, both by Susan G. Williamson, are also included. (SW)

ED 226 841 PS 013 379

List, Lynne K.
Music, Art, and Drama Experiences for the Elementary Curriculum.
REPORT NO - ISBN-0-8077-2696-6
PUB DATE- Apr 82
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (Paper, $16.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTIONS- *Art Activities; *Curriculum Enrichment; *Drama; Elementary Education; Elementary School Students; Individual Needs; *Instructional Materials; Mathematics Curriculum; *Music Activities; Nonverbal Communication; Oral Language; Reading Skills; Science Curriculum; Social Studies; *Visual Arts

Intended for classroom and prospective teachers, this book presents ways for integrating music, art, and drama into the elementary curriculum. Described are experiences and activities in the arts that can be used as teaching tools in basic elementary school curriculum areas. Contents are selected so that no special training, knowledge, or skills in any of the arts are needed by the teacher to apply the experiences presented. In the first chapter, "The Arts in the Elementary Curriculum," the importance of the arts in the educational process is examined. A number of suggestions are offered for using the arts with children with special needs. Each of the following six chapters is devoted to a particular curriculum area. These include writing, reading, oral language, science, mathematics, and social studies. A unique feature of the book is that every suggested music, art, and drama experience is related to a specific curriculum area and to a particular skill, concept, or instructional objective within that area. (RH)

ED 226 888 RC 013 863

Morrison, Peter A.; McCarthy, Kevin F.
Demographic Forces Reshaping Small Communities in the 1980s.
Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
REPORT NO.- N-1887-NICHD
PUB DATE- Jun 82
GRANT- P50-HD12639
AVAILABLE FROM- Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Community Change; Community Services; Community Size; Financial Policy; Financial Problems; Government Role; Leadership; Local Government; *Local Issues; *Policy Formation; Population Trends; Power Structure; *Rural Development; *Socioeconomic Influences; Urban to Rural Migration
IDENTIFIERS- *Boomtowns; Declining Communities; *Small Towns

Demographic and socioeconomic changes are reshaping the fortunes of small communities and pose policy issues. Such communities find it especialy difficult to deal with rapid growth or decline, or a switch from one to the other. Small communities now enjoy greater autonomy, but at the cost of reduced federal aid. Freed from federal mandates, each community has been thrown far more on its own resources to manage its own growth or decline. For each situation there are separate questions. For rapidly growing communities: How much local population growth is desirable? Are growth and its effects predictable? How much will growth cost, who should pay for it, and how? For declining communities: How can local facilities and services be scaled down in an orderly fashion? How are cutbacks to be decided, and which services are to be reduced for whom? For all communities: Are there predictable changes in service demands as population changes, or as types of residents change? What type of economic growth is best? How should communities equip themselves to plan for, and adjust to, change? One useful role for a rural development strategy for the 1980's would be to assist state and local governments in finding answers to these questions. (Author/BRR)

ED 226 918 RC 013 894

Cabin Leader's Handbook: Environmental Education Program.
Santa Barbara County Schools, Calif.

PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- American Indians; Check Lists; Clothing; Elementary Education; Environmental Education; Equipment; *First Aid, Grade 6; Leaders Guides; *Leadership Responsibility; Maps; Outdoor Activities; *Outdoor Education; Planning; *Resident Camp Programs; Scheduling; Tribes; *Youth Leaders
IDENTIFIERS- California (Santa Barbara County); *Environmental Education Outdoor School Program CA

The cabin leaders for the Environmental Education Outdoor School program are selected by their high school and by the elementary school teachers of the children in their cabin. This handbook was developed to aid cabin leaders in their special role as "big brother" or "big sister" to 12 to 15 sixth graders. Not only is the handbook useful in preparing for the week-long experience, but it is very useful during the actual week of camp. Following the welcoming letter to the cabin leader, this guide contains the following sections: performance standards for cabin leaders, flow chart of responsibility, daily/weekly schedule of activities, annotated environmental education schedule, you and your cabin group, cabin leader responsibilities, daily work schedules, about your tribe, medical or emergency procedures, games guide, what to take to Outdoor School, map to site of Outdoor School, and map of Outdoor School. (AH)

ED 226 512 EA 015 465

Erb, Thomas Owen, Ed.
Middle School Research. Selected Studies 1982.
National Middle School Association, Columbus, OH.
PUB DATE- 82
AVAILABLE FROM- Publications, National Middle School Association, P.O. Box 14882, Columbus, OH 43214 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTIONS- Administrator Attitudes; Biofeedback; Cognitive Style; Discipline Problems; Individual Development; Intermediate Grades; Junior High Schools; *Middle Schools; *Principals; Program Evaluation; Research Utilization; School Organization; Stress Variables; *Student Attitudes; Tables (Data); Time on Task
IDENTIFIERS- *Transescents

This sixth collection of research on middle schools is divided int three sections. Section I comprises five research articles, each with a practitioner's reaction discussing the article's implications for practice and suggesting further research. The articles include "Perceptual Styles of Pupils in Grades 5 through 8," by Grover Baldwin; "A Study of the Engagement of Middle School Aged Children during Mathematics Instruction," by David Byrd and others; "Middle School Principals and Job Stress," by Jack Brimm; "Consistency/Discrepancy of Disciplinary Concerns among Parents, Teachers, and Principals Associated with Middle Schools," by Joseph Huber; and "The Effects of Alpha Training on Achievement, Retention, and Disruptive Behavior of Middle School Children," by Doris Matthews, regarding a biofeedback method of controlling internal mind and body functions. Section II, a single article by Ernest Horn and Charles Mock, describes the evaluation of the middle schools program in Monroe County Community School Corporation in Bloomington (Indiana). Section III presents two articles by Hershel Thornburg and Randy Jones that assess the relative influence of individual-development variables and school-structure variables on student self-esteem and student perceptions on several issues. (Author/RW)

ED 226 527 EC 150 700

Glimps, Blanche E.
Sexuality and the Handicapped.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTIONS- Adolescents; *Disabilities; Knowledge Level; *Sex Education; *Sexuality; Teacher Education; Young Adults

A review of the literature focuses on the sexual knowledge of handicapped and nonhandicapped adolescents and young adults. Results of studies are cited which show lack of conceptual information among physically handicapped, learning disabled, educable mentally retarded, and emotionally disturbed young people. Further, data are reported on the inadequate training many special education teachers receive regarding sex education training. Conclusions drawn include the need for systematic instruction in sexuality as part of the handicapped student's total education. Instructional approaches are recommended, including the use of multisensory strategies, concrete teaching, and reinforcement from peers. Annotated lists of approximately 20 sexuality books for parents and professionals and approximately 25 books for children and young adults about sexuality conclude the document. (CL)

ED 226 543 EC 151 021

New York State School Bus Driver Instructional Program for Transporting Students with Handicapping Conditions. Basic Unit V (Revised).

New York State Education Dept., Albany. Div. of Educational Management Services.

REPORT NO.- NYSED-82-7190
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Behavior Problems; *Disabilities; Elementary Secondary Education; *School Buses; Staff Development; Student Transportation
IDENTIFIERS- *Bus Drivers; New York

Intended to be used as part of the existing school bus driver training program in New York State, the guide sets forth responsibilities and suggestions for transporting students with handicapping conditions. School district and BOCES (Board of Cooperative Educational Services) responsibilities for transportation are outlined. General guidelines are given for bus drivers, along with basic information on ways to reinforce acceptable behavior. A large section of the guide is devoted to describing major handicapping conditions and implications for bus drivers. Described in this section are mental retardation, physical handicaps, learning disabilities, visual impairments, hearing impairments, emotional disturbances, and autism. Special problems addressed and their transportaton implications include hyperactivity, acting out behavior, biting, self abuse, epilepsy, diabetes, and asthma. Other topics covered are considerations in boarding and leaving the bus and performing bus drills. A final section suggests ways in which bus drivers can deal with administrators, parents, and committees on the handicapped. Ten appendixes include sensitivity suggestions and activities and a description of first aid procedures for grand mal epilepsy. (CL)

ED 226 624 HE 015 557

Deregulation and Higher Education .

National Association of Coll. and Univ. Business Officers, Washington, D.C.

PUB DATE- May 82
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 (1-9 copies free; 10 or more copies, $.25 a copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTIONS- *Accountability; *Civil Rights Legislation; Court Litigation; Eligibility; *Federal Aid; Federal Government; *Federal Regulation; Government School Relationship; *Higher Education; Need Analysis (Student Financial Aid); Occupational Safety and Health; Program Evaluation; *Student Financial Aid
IDENTIFIERS- Department of Education; Department of Labor; Environmental Protection Agency; Equal Employment Opportunity Commission; Office of Management and Budget; Reagan (Ronald)

The extent to which the Reagan Administration has achieved its deregulation goals in the area of higher education is addressed in three articles: "Deregulation and Higher Education: The View a Year Later" (Sheldon Elliot Steinbach); "Student Financial Aid Deregulation: Rhetoric or Reality?" (Robin E. Jenkins); and "Administration Reform of Civil Rights Rules: A Year's Work?" (R. Claire Guthrie). Steinbach notes that there are many regulations that diminish the productivity of colleges and universities without contributing any corresponding benefit. To be meaningful for higher education, deregulation must include changes in the tone of regulations enforcement. Among the areas of concern are Circular A-21 of the Office of Management and Budget (OMB) and Department of Education (ED) regulations relating to Title IX of the Higher Education Act of 1972. Jenkins addresses regulatory and communications difficulties surrounding student aid programs. The OMB and ED have approached Congress with a request to redirect $3 million of funds that would otherwise be used for student financial aid to pay the cost overrun incurred in printing Pell program validation requirements on student eligibility reports. ED also plans to require colleges to undergo biannual financial audits conducted by independent external auditors plus program reviews conducted by ED's regional program staff. Guthrie notes that although ED has sought to limit the scope of the agency's jurisdiction to investigate discrimination complaints under Title IX, Title VI, and section 504 of the Rehabilitation Act of 1973, no changes in the department's rules have been made to date. Issues in pending litigation are traced. Proposed changes regarding Executive Order 11246, section 503 of the Rehabilitation Act and section 402 of the Vietnam Era Veterans Readjustment Act are noted. (SW)

ED 226 637 HE 015 798

Haponski, William C.

Recruit and Retain Adult Students. The Challenge of the 80's--and Beyond: To Create New Faces in Your Classrooms and Keep Them There!

PUB DATE- 83

AVAILABLE FROM- ETC Associates, Box 118, Oneida, NY 13421 ($1.50, plus $1.00 postage and handling).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Academic Advising; *Academic Persistence; *Adult Students; Higher Education; Information Needs; *Reentry Students; *School Holding Power; *School Orientation; Student Adjustment; Student College Relationship; *Student Recruitment

Approaches for developing or improving programs for better recruitment and retention of adults are suggested. It is noted that self-improvement and career-enhancement are among the strongest motivations for adults to continue their education. Adults need accurate information about college attendance and assurance that they can compete, along with assistance with aspects of entering college and reordering their lives. A back-to-school orientation program should be visible in the community, attract a sufficient number of participants, and inspire participant follow through. Other important topics are obtaining college credit for prior learning and financing a degree, choosing the right program and college, and balancing work, family, and college demands. In terms of retention, the high cost of financing an education means that th student expects a high quality education and good student services and facilities. An effective retention program should begin with an objective, analytical assessment of what goes on daily in the classrooms, and should include administrative measures to orient an assist faculty, or to take corrective action to ensure quality teaching. Good academic and personal counseling are also essential to a retention program. (SW)

ED 226 652 HE 015 920

Nursing Delineation Pilot Study, 1981-1982. Volume 2: Report of Results. Kentucky Nursing Education Project.

Kentucky State Council on Higher Education, Frankfort.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 82
AVAILABLE FROM- Council on Higher Education, U.S. Route 127 South Highway, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF15/PC71 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Responsibility; *Behavioral Objectives; Clinical Experience; Cluster Grouping; Educational Objectives; Higher Education; Job Skills; *Knowledge Level; *Nurses; *Nursing Education; *Occupational Information; *Skill Analysis; Task Analysi
IDENTIFIERS- *Kentucky Nursing Education Project

Results are presented of the Nursing Delineation Pilot Study, whic was conducted in 1981-1982 as part of a nursing project to develop a coordinated statewide system of nursing education in Kentucky. Gilpatrick's Health Services Mobility Study Method of Task Analysis and Curriculum Design (1977) was used to identify and describe tasks of different categories of nursing personnel. Over 900 pages of task descriptions and skill/knowledge requirements are presented according to clusters (administration, clinical, and education) and levels. Each task description was scaled for the type and level of skill and knowledge required for its successful performance and was annotated regarding which part(s) of the task requires this type and level of skill and knowledge. Based on task rankings, cluster analysis was performed to identify groups of tasks. The levels of practice within each group were distinguished by weighting the scale values for each skill or knowledge area. Finally, the job descriptions and corresponding educational objectives were compiled from the task data for each level of practice. (SW)

ED 226 667 HE 015 935

Davis, Jacqueline D., Ed.; Young, Robert E., Ed.
Students and Faculty: Classroom and Beyond.
North Dakota Univ., Grand Forks. Office of Instructional Development.
SPONS. AGENCY- Bush Foundation, St. Paul, Minn.
PUB DATE- Dec 82
AVAILABLE FROM- University of North Dakota, Office of Instructional Development, Box 8161, University Station, Grand Forks, ND 58202.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Faculty; *College Instruction; College Students; Discussion; *Faculty Development; Fellowships; Global Approach; Higher Education; International Education; Interpersonal Relationship; Mentors; Observation; Part Time Faculty; Research Projects; *Student Development; *Student Teacher Relationship; World Affairs
IDENTIFIERS- *Minnesota; North Dakota; *South Dakota

Projects involving students more directly in research, evaluation, and teaching in Minnesota, North Dakota, and South Dakota are described in this newsletter issue. Results of the projects seem to underscore the role that student-faculty relationships play in the growth and development of college students. It is suggested that with more student involvement, personal relationships between student and faculty may be enriched. These relationships develop through the process of sharing work and ideas, both inside the classroom in the exploration of teaching and learning styles, and outside the classroom through research and time together. The following college programs are described: Faculty Visitor Program, St. Olaf College, Minnesota; Student-Mentor Projects, Augustana College, South Dakota; Student Research Fellowships--Bush Program for Faculty Development, Macalester College, Minnesota; Beyond the Classroom, College of St. Thomas, Minnesota; Support for Part-Time Faculty, College of St. Scholastica, Minnesota; and Global Awareness: A Curricular Challenge, St. Cloud University and Moorhead State University, Minnesota. (SW)

ED 226 681 HE 015 949

Gomberg, Irene L.; Atelsek, Frank J.
Financial Support for the Humanities: A Special Methodological Report.
American Council on Education, Washington, D.C. Higher Education Panel.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
REPORT NO.- ACE-HEP-56
PUB DATE- Jan 83
CONTRACT- SRS-8117037
GRANT- OP-20027-81-2233
AVAILABLE FROM- Higher Education Panel, American Council on Education, One Dupont Circle, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Expenditures; *Federal Aid; *Financial Support; Higher Education; *Humanities; National Surveys; *Private Financial Support; *Research Methodology; Research Problems; Sample Size; State Aid; Statistical Analysis

Findings and methodological problems of a survey on financial support for humanities in higher education are discussed. Usable data were gathered from 351 of 671 Higher Education Panel member institutions. Two weighting methodologies were employed. The conventional method assumed that nonrespondents were similar to respondents, whereas a minimum-value method assumed that nonrespondents had no financial activity in the humanities to report. The conventional approach generated dollar estimates about 85 percent higher than those produced by the alternative approach. Respondents reported by source the total amount of gifts, grants, and contracts from government and private sources that were restricted to the humanities, along with the the total amount of funds expended for the humanities from all sources. During fiscal year 1980, restricted income for the humanities ranged between $130 and $246 million. Two-fifths of this support came for the federal government, and more than one-fifth came from individuals. Humanities expenditures from all sources ranged between $1.6 and $2.9 billion, with instruction accounting for 8 of every 10 dollars spent. Ten percent of humanities expenditures were financed by government or private sources. (SW)

ED 226 682 HE 015 950

ED 226 695 IR 009 529

Waller, Robert
Understanding Network Diagrams.
PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Design Requirements; *Diagrams; *Flow Charts; Higher Education; *Instructional Materials; Networks; Textbooks; Visual Learning; *Visual Stimuli
IDENTIFIERS- *Visual Representation

A survey of a range of introductory university level textbooks in the social sciences found little use of network diagrams (NDs), i.e., graphic representations of processes, organizations, systems, and mechanisms. NDs can be viewed as a text/picture hybrid medium with titles and captions serving to qualify and identify the meaning and status of symbolic forms plus a spatial dimension not present in linear prose; most fall somewhere in the middle between strict notational systems and visual metaphors or symbolic diagram construction or the problems involved in their comprehension. The cognitive and linguistic problems of diagram construction and interpretation are the subject of a number of exploratory studies designed to identify the major factors for future, more detailed studies. One such preliminary study involved the production and identification of diagrams by nine Open University employeees to communicate specific sentences. Results indicated, that there was little significant consistency in the subjects' choice of graphic devices in the production experiment. In a related identification experiment, however, sentences were signficantly easier to identify. This report includes 16 references and an appendix containing the repertoire of graphics and sentences to be displayed together with the diagrams produced by four subjects. (LMM)

ED 226 709 IR 010 588

Lawlor, Joseph, Ed.
Computers in Composition Instruction. The Proceedings of a Research/Practice Conference Held at SWRL Educational Research and Development (Los Alamitos, California, April 22-23, 1982).
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Southwest Regional Laboratory for Educational Research and Development, 4665 Lampson Ave., Los Alamitos, CA 90720 ($4.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Programs; Demonstration Programs; *Design Requirements; Instructional Design; Media Selection; Prewriting; *Teaching Methods; *Writing (Composition); Writing Evaluation; *Writing Instruction; *Writing Processes

Suggestions for integrating computer technology and composition instruction are presented in four conference papers, summaries of four conference courseware demonstrations, a paper describing computer-based evaluation of textual responses, and a reactor's address. In an overview of the current state of computer-based composition instruction, Robert Shostak discusses the problems that writing teachers have traditionally faced and offers some promising solutions. Hugh Burns then describes a computer-based dialog designed to assist students in generating writing ideas during prewriting. Earl Woodruff discusses the role that computers can play in helping students compose text, and Ann Lathrop presents criteria for consideration when selecting courseware for purchase. The varied courseware materials demonstrated at the conference are then described. The conference reactor, Alfred Bork, suggests principles that should guide the development of computer-based learning materials and stresses the need for a solid research foundation. In an appendix, the editor outlines problems that instructional developers may encounter in designing programs for teaching writing and discusses the need for interactive programs that can evaluate the form and content of textual responses. (LMM)

ED 226 724 IR 010 605

Wedemeyer, Dan J., Ed.
PTC '82. Pacific Telecommunications Conference. Papers and Proceedings of a Conference (Honolulu, Hawaii, January 17-20, 1982)
Pacific Telecommunications Council, Honolulu, HI.
PUB DATE- Jan 82
AVAILABLE FROM- Pacific Telecommunications Council, 1110 University Ave., Suite 303, Honolulu, HI 96826 ($25.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Case Studies; Developed Nations; Developing Nations; Electronic Equipment; *Futures (of Society); Information Networks; National Programs; *Policy Formation; Rural Areas; *Technological Advancement; *Technology Transfer; *Telecommunications
IDENTIFIERS- Alaska; Australian National Satellite System; Chile; Distance Teaching; *Pacific Region

This volume contains 45 conference papers and case studies presented by telecommunications professionals covering technical, business, user, and policy aspects of telecommunications in the Pacific hemisphere. Actual projects in existence or being planned, viewpoints, and guidelines for future development are discussed, with the proceedings organized by days to reflect the conference format. Following an introductory paper on communications and developing countries, three major sections cover current, in-progress, and future developments in telecommunications. The first section emphasizes basic telecommunications systems, beginnin with a case study of the Chilean Telecommunications system. Individual papers then address communications in Taiwan, the Fiji Islands, Alaska, and the Philippines, as well as related general issues. A case study of the Alaskan telecommunications system is followed by a section focusing on developing telecommunications services and emerging technology, including packet and circuit switching technology, the voice store and forward system, and undersea systems. The final case study of the Australian National Satellite System is followed by papers addressing future services and projected communications developments, both generally and specifically, in the Pacific Islands, Japan, and New Zealand. Individual abstracts, reference lists, tables, and figures are included with many papers. (LMM)

ED 226 739 IR 050 106

Wood, Fiona
Use and Perception of an Academic Library. A Survey at the Australian National University.
Australian National Univ., Canberra.
REPORT NO.- ISBN-0-7081-1958-1
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Libraries; Foreign Countries; Higher Education; Library Catalogs; Library Collections; Library Extension; Library Guides; Library Instruction; Library Research; Microforms; Questionnaires; Reference Services; Tables (Data); *User Satisfaction (Information); *Use Studies
IDENTIFIERS- *Australian National University; *Library Users; User Needs

Produced as part of a formal library review process, this publication reports the results of a 1981 survey of approximately 1000 undergraduates, postgraduates, and academic staff at the Australian National University (ANU) to determine their use of and satisfaction with facilities, materials, and services provided by ANU's library system. A high survey response rate is noted, and the sociodemographic characteristics of respondents and their amount of library usage are given. Further results are reported for respondents' use of and views toward the library subject catalog; reasons for using the services of readers' advisers and reference librarians; preference for types of material which could be microformed; preference for types of media communicating information about the library and use of the library; opinions of the adequacy of library holdings; level of satisfaction with the library; and perceptions of any library limitations or difficulties. A brief review of the findings, some concluding comments, and 31 tables of data are provided. Appendices comprise samples of the undergraduate, postgraduate, and academic staff questionnaires. (Author/ESR)

ED 226 767 JC 820 529

Wintersteen, Betty A.
Evaluation of the Social and Academic Problems of the Returning Woman Student (35+).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Administrator Attitudes; Adult Students; Community Colleges; Counselor Attitudes; Educational Needs; *Females; *Participant Satisfaction; *Reentry Students; *Student Attitudes; *Student College Relationship; Student Needs; Student Personnel Services; Teacher Attitudes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *North Shore Community College MA

A study was conducted at North Shore Community College (NSCC) to determine the academic and social problems or needs of returning women students over 35 years of age and to develop a model support system for these students. Questionnaires were administered to 50 randomly selected older women students, 9 counselors, 35 faculty members, and 12 administrators. Students were asked to provide information on their personal characteristics, enrollment influences, relationships with faculty and other students, academic problems and preferences, and need for and evaluation of various college services. Staff members were asked to answer questions based on their encounters with returning women students and to evaluate the same list of services. The study report includes: (1) a series of recommendations concerning recruitment and retention, career and vocational counseling, social support services, alternative options for returning women, and credit for prior learning; (2) proposals for a peer support system, a returning student program, special publications for returning students, a campus information and referral service, guidelines for working with returning women, and an older student handbook; (3) a proposal for a returning women program; (4) a literature review; and (5) survey findings regarding the characteristics of older women students, recruitment and retention, social and academic problems, information and services, and program evaluation. The questionnaires are appended. (DAB)

ED 226 781 JC 830 074

Wright, Ted
Student Reactions to College. Research Report No. 82-09.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academically Gifted; Community Colleges; *Honor Societies; *Institutional Evaluation; *Participant Satisfaction; *Student Attitudes; Student College Relationship; Student Educational Objectives; Two Year Colleges; *Two Year College Studen

In late 1980, a study was conducted at Miami-Dade Community Colleg (MDCC) to determine how well the college was meeting the needs of its academically superior students. Questionnaires were sent to four groups of students enrolled in fall 1979: Scholar's Grant students, who ranked in the top 10% of their graduating high school class; Phi Theta Kappa students, who had a grade point average (GPA) of 3.5 or more; a non-affiliated group of academically excellent students with a GPA of 3.0 or more; and a comparison group of students with GPA's between 2.0 and 2.5. The 150-item Student Reaction to College questionnaire was used to obtain student views on instruction, counseling and advising, administrative regulations, study habits, student goals and activities, living arrangements, and college services and activities. Selected findings were based on responses from 283 (69.9%) of the Scholar's Grant recipients, 71 (79.7%) of the Phi Theta Kappa students, 444 (64%) of the non-affiliated students, and 173 (55.8%) of the comparison group. Findings included the following: (1) the academically excellent groups contained much higher proportions of female students than the comparison group; and (2) in contrast to the comparison group, the academically excellent groups more frequently felt that instructors had geared courses to student interest and ability, felt more favorably toward credit by examination and separate classes for the best and slower students, and placed more value on grades. (HB)

ED 226 796 JC 830 099

Tebo, Jack; Mabe, Shirley
Educational Programs Provided for the Florida State Correctional System. Volume I: Findings and Recommendations.
Florida State Dept. of Education, Tallahassee.
PUB DATE- 30 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrators; *Cooperative Programs; *Correctional Education; *Correctional Institutions; Counselors; Educational Finance; Educational Needs; Employment Qualifications; *Financial Support; Needs Assessment; *Prisoners; Program Administration; Program Costs; Program Descriptions; Program Evaluation; *Program Improvement; State Surveys; Statewide Planning; Teacher Qualifications; Teachers
IDENTIFIERS- *Correctional Officers; Florida

This report presents findings, implications, and resulting recommendations from a study of the provision of educational programs for and by the Florida State Correctional System. After introductory materials on the state's correctional system and the purposes and methods of the study, the report provides information on: (1) programs offered within and to the correctional system and program enrollments; (2) program administrators in educational and correctional departments; (3) program costs and sources of funding; (4) the adequacy of program facilities; (5) current qualifications for educational staff; (6) procedures used to assess the educationa needs of offenders; (7) current resource levels in each educational program; (8) the quality of programs provided for the Dade County Public Safety Correctional System; and (9) the types of training being provided for correctional officers and the fee policies being used. After a discussion of the implications of study findings for the needs of different types of offenders and correctional staff, recommendations are provided covering the curricula to be offered b each department; alternative funding options for enhancing each department's programs; appropriate staffing levels and qualifications for educational staff; criteria for assessing offenders' educational needs; appropriate resource levels; and funding sources. The report includes data tables on enrollments, costs, and staffing; and definitions of terms. (HB)

Dickmeyer, Nathan; Cirino, Anna Marie
Comparative Financial Statistics for Public Community and Junior Colleges, 1980-81: An Experimental Study of 420 Institutions.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
SPONS. AGENCY- American Association of Community and Junior Colleges Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 82
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, NW, Suite 510, Washington DC 20036 ($20.00 for NACUBO or AACJC members, $25.00 for non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTIONS- Budgets; Community Colleges; Comparative Analysis; *Educational Finance; *Enrollment; Expenditures; *Financial Support Income; Instructional Student Costs; National Surveys; Noninstructional Student Costs; School Personnel; School Statistics Student Teacher Ratio; *Two Year Colleges

This report, the fourth in a series of comparative data studies of public community and junior colleges in the United States, presents information derived from a sample of 420 colleges. After introductory material presents background on the study and its objectives, chapter 1 outlines possible uses of the study data, points out limitations and the potential for institutional comparisons, and offers a summary of findings. Sample findings include: (1) half of the institutions spent more than 61% of their operating budget on instruction, research, public service, and academic support; (2) half spent more than 37% of their budget on student services, institutional support, and plant operation and maintenance; and (3) half had student/faculty ratios of less than 19 to 1 for credit courses. Chapter 2 presents median statistics for the entire sample covering expenditures, revenues, enrollments, salaries, and staff ratios. Chapters 3 through 5 provide data on institutions divided into quartiles on the basis of expenditure and revenue categories and enrollment distribution; offer medians and quartiles for peer groups classified by enrollment size and vocational/technical designation; and present scattergrams depicting relationships between budgetary, enrollment, and market variables. Appendices provide a description of study methodology, a sample survey form, definitions of terms, and a list of participating colleges. (HB)

ED 226 825 PS 013 352

DiSibio, Robert A.

The Effect of the Single-Parent Family on the Academic, Emotional, and Social Achievement of the Elementary School Child.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Achievement; Death; Divorce; Elementary Education; *Emotional Development; High Risk Students; Literature Reviews; *One Parent Family; *Research Needs; *Social Development; *Stress Variables
IDENTIFIERS- *Unmarried Parents

Literature is reviewed to identify findings indicating the effects of the one-parent family on the elementary school child's academic achievement and social and emotional development. While findings are contradictory in the area of academic achievement, it is concluded that disruption in home life accompanying death, separation, or divorce is probably severe enough to impair school performance to some degree and to require educational intervention. Further research is recommended to take into consideration the sex of the child, family income, and educational opportunities, as well as to compare achievement records before and after family status transition. The literature review indicates that in the area of emotional development controversy centers on the degree to which divorce or the loss or absence of a parent "damages" a child. It is suggested that the most important variables in the child's emotional adjustment to his or her new lifestyle are the nature and quality of the new family arrangements, the extent and duration of changes imposed, and the new psychological climate provided. The point is made that research on the social reactions of children from single-parent homes reveals differences between children from intact and single-parent families--differences associated with adjustment to a new lifestyle. Again, more research is recommended. (RH)

ED 226 857 PS 013 398

Katz, Lilian G.; And Others
Assessing the Development of Preschoolers.
Maharaja Sayajirao Univ. of Baroda (India).
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Child Development; Guidelines; *Informal Assessment; *Preschool Children; Preschool Education; *Teacher Role

To assess whether or not a child's development is going well, preschool teachers might ask the following questions: Does the child fall asleep easily and wake rested? Does the child eat with appetite? On the average, over a period of 3 or 4 weeks, does the child have bowel and bladder control? Does the child exhibit a range of emotions? Does the child's play vary over a period of time? Does the child occasionally exhibit curiosity, adventure, and even mischief? Does the child usually accept adult authority? Can the child initiate, maintain, and enjoy a relationship with one or more children? Is the child capable of sustained involvement, absorption, and interest in something outside of himself or herself? Does the child express spontaneous affection for one or more adults? Is the child capable of enjoying the potentially "good things of life," such as going on picnics and exploring new places or materials? The first three questions are particularly sensitive indicators of the child's development. The remaining questions, representing preschool teachers' most important goals for their pupils, can be easily inquired about or observed directly. Observation of a child's functioning on these criteria over a period of 3 weeks provides data usually sufficient for assessment purposes. (RH)

ED 226 873 RC 013 728

Churchill, Ward
Science and Self-Determination/FIPSE, 1980. Final Report.
Colorado Univ., Boulder.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *American Indian Education; *College Bound Students; *Program Content; Program Implementation; *Science Interests; Secondary Education; *Summer Science Programs; *Teacher Workshops; Tribes

The FIPSF-funded Science and Self-Determination Project at the University of Colorado at Boulder (established through the American Indian Educational Opportunity Program) was threefold. The project was: (1) to provide a month-long summer science/math institute on the university campus for 35 Native American Secondary students from a 10-state region; (2) to offer workshops during the academic year to enhance the skills of counselors and/or teachers who work with Native American students at the grassroot level in schools throughout the recruiting region (South Dakota, Wyoming, Montana); and (3) to "track" participating students through the balance of their secondary academic careers to influence entry into collegiate academic careers within one or another discipline of science (a long-term goal). The 1980 report describes each component of the project in reference to planning, selecting students or workshops, experiential learning activities, and results of each component. Appencices include forms, letters, questionnaires, and list of participants for the summer institute; a full text of the student handbook; and a schedule of events for the summer institute. Other appendices are resumes of workshop instructors and the project's evaluation statistical results. (ERB)

Henderson, Karla
Food Service Managerial. Student Guide to Home Study. Camp Administration Series.
American Camping Association, Martinsville, Ind.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 82
GRANT- G007901333
AVAILABLE FROM- American Camping Association, Bradford Woods, Martinsville, IN 46151-7902.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Education; Adult Education; *Camping; Competency Based Education; Correspondence Study; *Disabilities; *Food Service; Independent Study; Learning Activities; *Nutrition; Outdoor Education; Records (Forms); Resource Materials; Standards; Student Teacher Relationship; Study Guides
IDENTIFIERS- *Project STRETCH

The food service managerial home study student guide begins with a brief overview of the conduct of the course, the desired outcomes of camp director education, instructions on phases I and II of home study, a student needs assessment form, a reading checklist, a student vita form, an individualized plan of study, and a list of suggested learning activities. The learning assignments consist of five lessons outlined in terms of desired competency area, suggested readings, objectives, discussion, activities, and review. Among the competencies listed are: knowledge of basic nutritional needs and food values; knowledge of federal, state, and local laws and American Camping Association on standards relating to food service; knowledge of various types of food service equipment and facilities; ability to identify various group food service methods including purchasing, selection, and control; ability to analyze applicability of various types of food service equipment to your camp; ability to analyze the relationship of food/food service to the total camp program and operation; and ability to analyze implications for the food service when serving the handicapped. A home study learning activity report form and instructor evaluation form are included. Supplementary reading materials conclude the study guide. (BRR)

ED 226 561 EC 151 048

Butler-Adam, Jane E.
Language Ability in Children of High Measured Intelligence.
Durban-Westville Univ., Durban (South Africa). Inst. for Social and Economic Research.
REPORT NO.- ISBN-0-949947-46-6; ISER-15
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; Creativity; Exceptional Child Research; *Gifted; *Intelligence Quotient; *Language Skills; Primary Education; Reading Skills; Social Influences; *Special Programs; Speech Skills; Student Characteristics; *Talent Identification; Theories; Writing Skills

The study considers broader issues of language in relation to high intelligence in primary school children. Section 1 reviews the views of several theorists regarding the relationship of man's ability to think and to speak. Section 2 considers theories of intelligence; while Section 3 looks at types of intelligence quotient tests (including the group test and the individual scale). A fourth section addresses the nature and identification of giftedness. Also discussed are the definition of creativity, characteristics of the creative, and the encouragement of creativity. Section 5 highlights the differences between talking, reading, and writing as linguistic modes of expression. Some of the problems related to children's language and to teacher's handling of language-based activities are considered. Section 6 reviews some techniques used in programs for the gifted, and describes the writer's program which consisted of a series of "starters" from which the children could proceed to speak and write. Section 7 offers some proposals regarding possible categorizations of the high IQ children's written and oral responses. An eighth section considers some of the influential factors on linguistic achievement and scholastic success. The final section contains an overview of provisions for the gifted in the United States and in the United Kingdom, and makes recommendations based on findings. (SW)

ED 226 609 FL 013 519

Calderon, Margarita; And Others

Assessing Communicative Competence, Packet III. Language Proficiency Acquisition, Assessment, and Communicative Behavior, Series B. Student Edition. Bilingual Education Teacher Training Packets.

Evaluation, Dissemination and Assessment Center, Dallas.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($1.40).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Bilingual Education; Bilingual Teachers; *Communicative Competence (Languages); English (Second Language); Higher Education; *Language Proficiency; *Language Tests; *Limited English Speaking; Linguistic Theory; Native Language Instruction; Second Language Learning; Spanish Speaking; *Student Evaluation; Student Placement; Teacher Education

A teacher training packet (student's edition) on assessment of students in bilingual programs, is directed to undergraduate and graduate students and inservice participants. In addition to state-of-the-art reviews, the packet contains: a course syllabus, a pretest and answer key, a glossary, learning objectives, a list of recommended readings, learning activities, guidelines for discussion questions, and a posttest. Narrative sections are presented on the following topics: (1) linguistic trends since the 1950s; (2) limitations of testing instruments; (3) form versus function issues; (4) language proficiency assessment; (5) language proficiency assessment in bilingual programs; (6) English proficiency and exit criteria; (7) assessment of entry and exit criteria; and (8) processes for reclassifying students. A chapter by Jim Cummins is included entitled, "Wanted: A Theoretical Framework for Relating Language Proficiency to Academic Achievement among Bilingual Students." This chapter considers the importance of the concept of language proficiency to many issues involved in educating both language minority and majority students. (SW)

ED 226 754   IR 050 122

Chen, Ching-chih; Hernon, Peter

Criteria of Effectiveness for Network Delivery of Citizens Information through Libraries. Final Report.

Simmons Coll., Boston, Mass. School of Library Science.

SPONS. AGENCY- Office of Libraries and Learning Technologies (ED), Washington, DC.

PUB DATE- Sep 82

CONTRACT- 300-81-0018

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluatio Instruments (160)

DESCRIPTIONS- Case Studies; *Consumer Education; *Consumer Science; *Information Networks; *Information Services; *Library Networks; Models; Organizational Effectiveness; Questionnaires; Reference Services; Surveys

IDENTIFIERS- Consumer Education Resource Network; *Consumer Information; OCLC

This two-part publication reports on a study of consumer information delivery by library and non-library networks, which involved an extensive literature review, a telephone survey of 620 library networks, the development of an assessment model for the effectiveness of network information delivery, the development of an in-depth guide for interviewing networks, and case analyses of five library and four non-library networks providing consumer information services. The first part contains: (1) a discussion and bibliography of the literature on library and non-library consumer information networks; (2) a draft assessment model containing research questions in 13 areas; (3) descriptions of the library network survey and the selection of nine networks for in-depth interviewing; (4) the similarities and dissimilarities among the nine networks interviewed; (5) a reexamination of the assessment model in light of interview findings; and (6) study conclusions. The interview guide and network survey questionnaire are appended. The nine case studies presented in the second part analyze the consumer information services provided by Masssachusetts' Community Health Information Network (CHIN), Free Library of Philadelphia, Nassau Library System, OCLC's Channel 2000, Denver's Regional Energy/Environment Information Center, Better Business Bureau of Western Massachusetts, Consumer Education Resource Network (CERN), Massachusetts Executive Office of Consumer Affairs, and Middlesex County Extension Service. (ESR)

ED 226 528 EC 151 005

Leifer, Jane

Conversational Response Skills of Retarded and Nonretarded Children.
SPONS. AGENCY- Maryland Univ., College Park.; National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Aug 82
GRANT- NIMH-1-F-32-MH07873-01
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTIONS- *Child Development; *Communication Skills; *Downs Syndrome; Expressive Language; *Language Acquisition; Mental Retardation; Preschool Education

Ten Down's Syndrome children (all 3-4 years old) and four nonhandicapped children and their mothers participated in a study of children's ability to respond to questions. Interactions of each of the 14 mother-child dyads were recorded on videotape and mother-child vocalizations transcribed. The number of appropriate, inappropriate, and indeterminate child responses to maternal questions was calculated and compared. Results showed that nonhandicapped Ss produced a mean of 15% appropriate responses, while the same-age Downs Syndrome Ss showed only minimal (3%) ability to respond appropriately. In contrast, Down's Syndrome children matched for expressive language level with the nonhandicapped group showed superior response abilities (mean 31%). Findings suggested that response abilities of Down's Syndrome Ss are both delayed and different. The importance of acquiring linguistic and social rules in developing conversational skills was emphasized. (CL)

ED 226 578 FL 013 471

Wrase, Judith
Should I Write "A" or "The?"
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Determiners (Languages); *English (Second Language); *Grammar; Nouns; Second Language Instruction; Syntax; Teaching Methods; *Writing (Composition); Writing Exercises; *Writing Instruction

A system for teaching advanced English as second language students how to use "a," "an," and "the" in writing is described. In deciding whether to use a definite or indefinite article, the student is taught to ask three questions about the context and nature of the noun: (1) has it been mentioned before in the composition, (2) is there anything definite right after the noun, and (3) is there only one in existence (as in "the earth"). The noun requires a definite article if any of these questions is answered in the affirmative. If all of the questions are answered in the negative, the learner must then consider whether the noun in question is a count noun and whether it is singular. A singular count noun requires no article. A test of the questioning system on native speakers of English yielded disagreement on which article to use in some cases but demonstrated that context and prior knowledge make a difference in debatable areas. The system can help English as second language speakers to define their own context and to arrive at one of the correct uses of articles in each case. Sample exercises are appended. (RW)

ED 226 826 PS 013 354

Copeland, Tom, Ed.
A Consultation in Writing.
Toys 'n Things Training and Resource Center, St. Paul, Minn.
REPORT NO.- ISBN-0-934140-05-7
PUB DATE- 82
AVAILABLE FROM- Toys 'n Things Press, 906 North Dale Street, St. Paul, MN 55103 (Paper, $25.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Attitude Measures; Early Childhood Education; *Employer Attitudes; *Employer Supported Day Care; Flexible Workin Hours; Fringe Benefits; Guidelines; Questionnaires; Research Desig *Surveys

A step-by-step description of the Minnesota Business Survey proces is provided as a guide for the design and implementation of a successful survey of business attitudes and practices in the area of child care benefits. The description of the survey process is divided into five steps: goals, design, audience, distribution, and results. Information provided in these steps is intended to help others design an effective survey and cover letters, identify the appropriate business audience to survey, obtain publicity and contacts for the survey, and make efficient use of time and money. Samples of questionnaire forms and cover letters, as well as a summary of other survey results conducted in the area of employer-supported supported child care, are included in 19 appendices. (MP)

ED 226 842 PS 013 380

Cruz, Norberto, Jr.; And Others
A Catalog of Parent Involvement Projects: A Collection of Quality Parent Projects for Assisting Children in the Achievement of Basic Skills.
InterAmerica Research Associates, Rosslyn, Va.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE- Sep 81
GRANT- DE-300-80-0799
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Basic Skills; *Delivery Systems; Early Childhood Education; *Home Programs; *Information Services; *Instructional Materials; Parent Education; *Parent Participation; Parent School Relationship; *Program Descriptions
IDENTIFIERS- *Parenting

This catalog provides up-to-date information concerning projects that pursue parents' involvement in assisting their children to develop basic skills. Based on recommendations of a panel of experts, parenting projects have been classified into three categories. Section 1, "Comprehensive Parenting Projects," describes programs with multiple services for parents. These frequently include orientation and training sessions, distribution of awareness materials, scheduled parent/teacher conferences, and regular distribution of instructional materials for home use. Section 2, "Educational Materials and Information Service Projects," discusses projects specifically designed to be used by parents at home as they assist their children in math, reading, and communication skills. The focus of section 3, "Home-based Service Delivery Projects," is on projects that place special emphasis on increasing parental effectiveness by working with the parent and child at home. Finally, section 4 includes ordering information about projects that have developed and made available specialized materials. A set of indices for cross-referencing projects is also provided as an aid for identifying the projects described. (MP)

ED 226 919 RC 013 895

Especially for Parents--Santa Barbara County Schools Environmental Education Program.
Santa Barbara County Schools, Calif.
PUB DATE- 81
LANGUAGE- English; Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Check Lists; Clothing; Elementary Education; *Environmental Education; Equipment; Facilities; First Aid; *Outdoor Education; *Parent Materials; Physical Health; Planning; *Program Descriptions; Records (Forms); *Resident Camp Programs; Science Education
IDENTIFIERS- California (Santa Barbara County); *Environmental Education Outdoor School Program CA

The bilingual (Spanish and English) packet of materials was developed to provide answers to parent concerns about the children attending the Environmental Education Outdoor School Program. The first pamphlet describes the program, giving information on the faculty and response to emergency situations, climate and clothes, natural hazards, mail to and from home, telephone calls and parent visits, and athletic events or doctor's appointments. The second pamphlet provides a list of items to be taken to camp, including essential items, optional items, and forbidden items. Health information is discussed in the next section, which includes forms for the students' physical, and health emergency information/consent for treatment. (AH)

ED 226 513 EA 015 466

Lounsbury, John H., Ed.
This We Believe.
National Middle School Association, Columbus, OH.

PUB DATE- 82
AVAILABLE FROM- Publications, National Middle School Association, P.O. Box 14882, Columbus, OH 43214 ($3.25; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adolescents; *Educational Objectives; *Individual Development; *Institutional Characteristics; Intermediate Grades; Junior High Schools; *Middle Schools; Preadolescents
IDENTIFIERS- *Transescents

The essential elements of middle school education are defined in this position paper. After a brief introduction, the pamphlet describes middle schools' rationale, which is based on the uniqueness of "transescence," the period from age 10 to 14 when children are making the transition from childhood to full adolescence. The major physical, social, emotional, social-emotional, and intellectual characteristics of transescent youth are listed. Next the authors enumerate 10 essential elements of a "true" middle school, including educators knowledgeable about and committed to transescents, a balanced curriculum based on transescent needs, a range of organizational arrangements, varied instructional strategies, a full exploratory program, comprehensive advising and counseling, continuous progress for students, evaluation procedures compatible with transescent needs, cooperative planning, and a positive school climate. A brief statement in the pamphlet's final section summarizes the paper. (RW)

ED 226 595 FL 013 502

Hatch, Evelyn Marcussen
Psycholinguistics: A Second Language Perspective.
REPORT NO.- ISBN-0-88377-250-7
PUB DATE- 83
AVAILABLE FROM- Newbury House Publishers, Inc., Rowley, MA 01969 ($15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTIONS- Age; Bilingualism; Cognitive Processes; *Cognitive Style; Language Acquisition; Language Research; Lexicology; *Linguistic Theory; Morphology (Languages); Neurolinguistics; Phonology; *Psycholinguistics; *Second Language Learning; Sentence Structure; *Speech Communication; Syntax; Vocabulary

Perspectives of the field of psycholinguistics and second language research are examined to provide a broader understanding of language learning and language behavior. Psycholinguistics, which uses the approaches of psychology and linguistics is defined as the search for an understanding of how humans comprehend and produce language. Based on the view that language can be examined at different hierarchical levels (psycholinguistic plan levels) and that the lower levels can affect higher levels, research findings for the following levels are examined: (1) phonology; (2) morphology; (3) lexicon; (4) syntax and sentence comprehension models; (5) syntax and language acquisition; (6) discourse and sentence syntax; (7) discourse and communication; (8) input/interaction and language development; (9) individual factors--age; (10) neurolinguistics and bilingualism; and (11) cognition, cognitive strategies, and language acquisition. By attending to factors related to second language acquisition, questions not covered in the psycholinguistic literature are discussed that may support linguistic rules or descriptions of language. While much of the review research primarily represents the reductionist school, unified explanations have also been addressed. The text may be appropriate for use in methods courses. (SW)

ED 226 638 HE 015 860

Labor Market Slackens for New Science and Engineering Graduates.
Science Resources Studies Highlights.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-82-330
PUB DATE- 22 Nov 82
AVAILABLE FROM- Division of Science Resources Studies, National Science Foundation, Washington, DC 20550.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Education Work Relationship; *Employment Opportunitie Employment Statistics; *Engineers; Higher Education; *Industry; *Labor Market; Recruitment; *Scientists

Recent recruiting experiences of firms that employ scientific and engineering (S/E) personnel were determined in a followup to a 1981 survey. The following industries, which employ almost three-fourths of the scientists and engineers in private industry, were included in the survey: mining, construction, petroleum refining and extraction, chemicals, primary and fabricated metals, office machines, nonelectric and electric machinery and equipment, aircraft, transportation equipment (other than aircraft), electric/gas services, and engineering/architectural and other business services. Of the 255 firms contacted in the 1982 survey, 197 (77 percent) responded, representing the employment of about 8 percent of industrial scientists and engineers. Findings include th following: over 50 percent of the firms indicated that it was easie in August 1982 to hire new entrant scientists and engineers than it had been 10 months earlier; only electronic engineers with master's degrees were generally in short supply in 1982; the proportion of employers reporting shortages of petroleum engineers fell from abou 65 percent in 1981 to 13 percent in 1982; and employers attribute the slackening market to the general state of the economy. (SW)

ED 226 653 HE 015 921

Miller, Jan P.; And Others
1981-1982 Administrative Compensation Survey.
College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Jan 82
AVAILABLE FROM- College and University Personnel Association, Eleven Dupont Circle, Suite 120, Washington, DC 20036 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Characteristics; *Administrators; Black Colleges; Budgets; Church Related Colleges; *College Administration *Compensation (Remuneration); Employment Statistics; Enrollment; Full Time Equivalency; Geographic Regions; Higher Education; Privat Colleges; *Salaries; School Surveys; State Colleges
IDENTIFIERS- *Administrative Compensation Survey

Results of the College and University Personnel Association's 1981-1982 Administrative Compensation Survey, which provides data on 94 positions, is presented. Questionnaires were sent to 2,770 higher education institutions, and 1,391 usable responses were obtained. Salary data indicate the median and the interquartile range for each position and are presented for: all institutions, public and private institutions, private independent institutions and private religious institutions, theological seminaries, medical schools/centers, and traditionally black institutions. Salary data are also provided by institutional classification, sector, full-time equivalent enrollment range, and institutional budget range. Median salaries and interquartile ranges are also shown for five geographic regions. Additional data compare median salaries of those who were promoted or transferred to their positions from within the institution and those who were hired from outside. Information is also presented on minority/nonminority status, sex, years of service, percentages of the Chief Executive Officer's salary, the frequency distribution of all salaries for each position by type of institution, and comparative four-year college salary data for 660 institutions. Appendices include a list of institutions, a questionnaire, and summary position descriptions. (SW)

ED 226 668 HE 015 936

Noonan, John F.
A Look at Assumptions About Teaching and Its Improvement. College Teaching Monograph.
North Dakota Univ., Grand Forks. Office of Instructional Developmen
PUB DATE- 82
AVAILABLE FROM- University of North Dakota, Office of Instructional Development, Box 8161, University Station, Grand Forks, ND 58202.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Faculty; *College Instruction; Conventional Instruction; Discussion (Teaching Technique); Higher Education; *Instructional Improvement; Lecture Method; Nontraditional Education; Questioning Techniques; *Teacher Effectiveness; *Teachi Methods

The beliefs and experiences of three college teachers at a colleg of business are described to examine assumptions about teaching and its improvement. One of the teachers was a full professor who had spent 12 years with a consulting firm and continued to work as a consultant. Classroom observation revealed that he was an outstanding narrator who used many examples. The emphasis was the ability to apply insights from old settings to new ones. A second teacher, an associate professor, placed a high value on challenging and questioning students, and created an intense atmosphere in the classroom. The approach focused on the capacity to analyze and evaluate. The third teacher's approach was centered on lecturing an students' taking notes, with a structured syllabus. This method is based on the assumption that organization and structure facilitate learning. The following recommendations are offered: teachers shoul be accepting of their limitations as well as their strengths; teachers should respect the resistance students sometimes display; teachers should try something new in teaching on a modest scale at first; and teachers should combine challenging and reinforcing students. (SW)

ED 226 710 IR 010 590

Morrison, James L.
The Development of a Distributive Interactive Computing Model in Consumer Economics, Utilizing Jerome S. Bruner's Theory of Instruction.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Assisted Instruction; *Consumer Economics; *Consumer Education; *Delivery Systems; Higher Education; Individualized Instruction; Learning Processes; *Models; Postsecondary Education; Teacher Education; *Teaching Methods
IDENTIFIERS- Bruner (Jerome S); PLATO; University of Delaware

A computerized delivery system in consumer economics developed at the University of Delaware uses the PLATO system to provide a basis for analyzing consumer behavior in the marketplace. The 16 sequential lessons, part of the Consumer in the Marketplace Series (CMS), demonstrate consumer economic theory in layman's terms and are structured to focus on the cognitive behaviors of knowledge, comprehension, applications, analysis, synthesis, and evaluation, based on Bruner's theory of instruction. The model merges the content of consumer economics and the methodology emphasized in computer education into a "life-adjustment" agenda. The resulting conceptual approach provides a mechanism for serving a varied audience of college students, teachers with consumer education responsibilities, or interested adults without significantly expanding resources, while increasing the economics awareness levels of students and faculties in other disciplines. The CMS is divided into four segments focusing on the analysis of rational behavior in the marketplace and wise decision-making, increasing individual earning power, increasing consumer spending power, and the political and legal framework of society. Four references are listed. (LMM)

ED 226 782 JC 830 075

Losak, John
Measuring the Impact of Student Assessment on Institutional Quality.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Achievement Tests; College Entrance Examinations; Community Colleges; Curriculum Development; *Educational Improvement; *Educational Quality; Minimum Competency Testing; Student Placement; *Testing Programs; Two Year Colleges
IDENTIFIERS- *Florida

Assessment programs, which have recently been implemented in colleges around the country, have indirectly affected the quality of education in ways that are both researchable and measurable. Admissions and placement testing affect educational quality by separating high and low achievers, and making it possible for high-level texts to be used and advanced discussions to take place with high achievers. However, neither testing method ensures instructional quality in the classroom. Exit examinations, on the other hand, have a more direct impact on quality, in that they require that the curriculum be geared to provide the knowledge to be tested at the exit point and that instructors teach at the level to be tested. While exit examinations should not be used as the basis for awarding or denying degrees, they can and should be used to monitor the curriculum by sampling student achievement on exit exams and providing feedback to faculty. The effects of implementing assessment programs on educational quality can be measured in terms of institutional climate before and after their implemantation and in terms of changes in areas such as type of student attracted to the institution, and graduation and transfer rates. Because the literature suggests that the high institutional expectations result in high student performance, minumum skills testing, which represents low-level expectations, should be avoided in favor of achievement tests, representing higher expectations. (DAB)

ED 226 858 PS 013 399

Katz, Lilian G.; And Others

Project Work in the Preschool Curriculum.

Maharaja Sayajirao Univ. of Baroda (India).
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Acculturation; *Class Activities; *Instructional Development; Preschool Education; Role Playing; *Student Projects; Teacher Role; *Teaching Methods

Much can be gained by providing preschool children opportunities to work on projects. Projects invite children's participation at various developmental levels; strengthen their capacity and disposition for involvement in work requiring sustained effort; and are ideal for mixed age, ability, or linguistic groups. Teachers have a central role to play in stimulating and suggesting projects as well as in organizing the flow of work and assignment of tasks. Several dimensions, reflected by the following questions, should be considered in project planning: Is the central topic or feature vivid to children? Are opportunities provided for a small group to act out roles? Can new elements be added? Do children have sufficient interest and experience to enable them to "get inside" roles and act them out with feeling? Is the project locally and culturally salient? Is the project reasonably feasible, given particulars of setting, space, and available materials? Finally, is the topic and associated learning really worthwhile? In addition to the ways project work makes developmental sense, such activities also make cultural sense, enabling children to come to grips with their culture by rebuilding it and acting out the many roles they see around them. (RH)

ED 226 874 RC 013 729

Churchill, Ward; Card, Ann
Science and Self-Determination/FIPSE, 1981. Final Report.
Colorado Univ., Boulder.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 81
GRANT- G0080004285
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- American Indian Education; *College Bound Students; Experiential Learning; *Program Content; Program Implementation; Regional Programs; *Science Interests; Secondary Education; *Summer Science Programs; Teacher Workshops; Tribes
IDENTIFIERS- *Science and Self Determination Project CO

The FIPSE-funded Science and Self-Determination Project was conceptualized as a response to help alleviate the critical need for Native American scientists who would be able to deal with issues and concerns both within and outside of the Native American community. Objectives of the Science and Self-Determination Project were to prepare pre-collegiate students for access to careers in science; to train teachers and/or counselors in more effective methods of identifying, preparing, motivating, and retaining Native American students in school so these individuals can aspire to careers that are science oriented; and to create an effect within the Native American communities that will increase awareness of and the need for support for careers that will ultimately provide survival and self-determination. Thirty-six students were recruited to spend July, 1981, on the University of Colorado campus to participate in this specially designed experientially focused program. Student participation was in the following activities: reading and writing assignments pertaining to basic scientific information on matters relating to Indian concerns in energy resources; on-site activities at five laboratories where scientific research was in progress; interacting with scientists, both Indian and non-Indian; visiting applied science facilities; and participating in experiential activities focusing on botany, climatology, geology, and survival skills. (ERB)

ED 226 889 RC 013 864

Briody, P.
The Instrumental Music Program Unit in the South-West Queensland Priority Country Area. Priority Country Area Program Evaluation Series: Report No. 8.
Priority Country Area Program Office, Brisbane (Australia).

REPORT NO.- ISBN-0-7242-0981-6
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Access to Education; Adult Education; Bands (Music); Community Support; Delivery Systems; Distance; Educationally Disadvantaged; Elementary Secondary Education; Foreign Countries; *Itinerant Teachers; Music Activities; *Musical Instruments; *Music Education; *Program Effectiveness; Program Evaluation; Resident Cam Programs; Rural Areas; *Rural Education
IDENTIFIERS- *Australia (Queensland); *Priority Country Area Program (Australia)

The Instrumental Music Program Unit in the South-West Priority Country Area (a vast, generally arid hot region some 800 km by 450 km) is a unique, dynamic, and successful program, enjoying an extremely high degree of enthusiastic support from all involved--administrators, instructors, students, schools, and communities. Begun in 1977, there are almost 500 students (children and adults) being taught string, brass, woodwind, and percussion instruments in 19 state and Catholic schools. There are six itinerant teachers, all multi-instrumentalists, who reach their schools by car and airplane. The Regional Music Centre houses the music library. All students receive a weekly lesson and attend a band rehearsal. While there are some problems to be resolved (the teachers are over-committed, a larger, safer aircraft is needed, etc.), the Instrumental Music Program Unit is the only cultural program that is common to all 12 communities and has been a unifying force in this region with its dispersed population. The unit has been an innovative and unique response to the difficult problem of providing such a service in a remote area where distances are formidable, and in so doing has given the participants a new vision of the quality of life. (BRR)

ED 226 904 RC 013 879

Carter, Marcia Jean
Camping for Persons with Disabilities. Student Guide to Home Study. Camp Administration Series.
American Camping Association, Martinsville, Ind.
SPONS AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 82
GRANT- G007901333
AVAILABLE FROM- American Camping Association, Bradford Woods, Martinsville, IN 46151-7902.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Accessibility (for Disabled); *Administrator Education; Adult Education; *Camping; Competency Based Education; *Correspondence Study; *Disabilities; Independent Study; Learning Activities; *Mainstreaming; Outdoor Education; *Program Development; Records (Forms); Resource Materials; Student Teacher Relationship
IDENTIFIERS- *Project STRETCH

The home study student guide for "Camping for Persons with Disabilities" begins with a brief overview of the conduct of the course, the desired outcomes of camp director education, instructions on phases I and II of home study, a student needs assessment form, a reading checklist, a student vita form, an individualized plan of work, and a list of suggested learning activities. The learning assignments consist of eight lessons outlined in terms of desired competency area, suggested readings, objectives, and discussion. Among the competencies listed are: knowledge of historical and current status of camping opportunities for persons with special needs; knowledge of common characteristics and needs of persons with intellectual, physical, and social or emotional disabilities; knowledge of common developmental impairments frequently associated with specific disabilities and implications for the camp setting; knowledge of and ability to analyze barriers for participation (attitudinal, architectural, etc., and select methods of decreasing or eliminating them); knowledge of principles of program planning; ability to develop a program plan for persons with special needs; knowledge of the effect of segregated and integrated populations on disabled and non-disabled persons; and knowledge of agencies and resources for additional assistance or referral. An appendix provides supplementary reading materials. (BRR)

ED 226 544 EC 151 022

Pernell, Eugene
A Bibliography for Teachers of the Behaviorally Disordered.
Occasional Paper No. 55.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 400-81-0014
AVAILABLE FROM- Michigan State University, Institute for Research on Teaching, College of Education, 252 Erickson Hall, East Lansing, MI 48824 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Books; Elementary Secondary Education; *Emotional Disturbances; Higher Education; Surveys; Teacher Education; *Textbooks

A random sample of professors employed in colleges and universities that offer teacher training programs in behavior disorders resulted in 51 professors, (69% response rate) participating in a survey. Professors were asked to list titles of 10 books that a graduate of a training program in behavior disorders should have read. Books, journals, and studies recommended by at least three authorities were included in a bibliography of 67 books, 3 studies and 3 journals. The references are listed alphabetically by author's name. Citations include title, publisher, date, and number of times the publication was recommended. The ambiguous nature of the term "behavior disordered" may have accounted for general comments about the paucity of books on the topic. (CL)

ED 226 725 IR 010 606

Lipson, Joseph I.; Fisher, Kathleen M.
Public Education and Electronic Technologies.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 82
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports
Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; *Computers; Co
Effectiveness; *Learning Processes; *Microcomputers; Models;
Simulation; *Technological Advancement; Technology Transfer;
*Videodisc Recordings; Word Processing
IDENTIFIERS- Computer Games; Interactive Systems

This paper explores new technologies, including computers and videodiscs, considering what they offer to education, how they can help contain educational costs, and how schools can begin to plan a smooth transition from today's primitive classroom environment to the electronically-equipped classroom of tomorrow. The introduction discusses general computer and videodisc technology and their merge in the development of computer-controlled videodiscs. Then, an overview of the learning process provides a context for the discussion of the computer and videodisc technology in educational settings. The interface between electronic technologies and learnin is considered in a description of potential applications, including use of (1) microcomputers and word processors as tools for intellectual and creative expression and as instructional aids; (2) videodiscs as a means of extending experience through simulation an of using expandable text; and (3) both technologies as ways of providing access to resources and reference materials. Following th discussion of potential applications, capabilities, and advantages, the system limitations are considered, focusing on problems in current status and potential. Thirteen references are listed. (LMM)

ED 226 740 IR 050 107

Woods, L. B.; Robinson, Cynthia
Censorship: Changing Reality.
PUB DATE- 13 Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Freedom; *Academic Libraries; Books; *Censorship; Dictionaries; Elementary Secondary Education; Films; Higher Education; *Public Libraries; *School Libraries; Tables (Data)

Based on data compiled from issues of the American Library Association's Newsletter on Intellectual Freedom, this paper analyzes over 500 censorship cases occurring in U.S. educational institutions and public libraries from 1976 through 1980, and makes a comparison with a previous study of U.S. censorship covering 1966 to 1975. Information is presented on censorship attempts by year and level of educational institution affected; number of items censored by year; formats of censored material; sources of censorship attempts; reasons for censorship attempts; and titles of censored books, dictionaries, and films. A censorhip index by state and geographical region is also presented. Eight tables and three references are provided. (Author/ESR)

ED 226 797 JC 830 100

Tebo, Jack; Mabe, Shirley
Educational Programs Provided for the Florida State Correctional System. Volume II: Appendices.
Florida State Dept. of Education, Tallahassee.
PUB DATE- 30 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Administrators; Community Colleges; Cooperative Programs; *Correctional Education; *Correctional Institutions; Counselors; *Enrollment; Prisoners; *Program Costs; Teachers; Two Year Colleges; Vocational Schools
IDENTIFIERS- *Correctional Officers; *Florida

This series of 20 appendices provides data and background information resulting from a study of the educational programs offered for the Florida State Correctional System. In addition to various letters, memoranda, and tables documenting aspects of the study, the volume presents: (1) the text of the Florida law mandating the study; (2) directories of the institutions in the Florida Department of Corrections, community college service regions, and area vocational schools; (3) 1981-82 class enrollment by program areas for correctional facilities and community college providing inmate education; (4) statistics on full- and part-time employees involved in inmate education by position and agency; (5) the characteristics of the tests used in the educational evaluatio of inmates; (6) an evaluation instrument designed to assess correctional education activities; (7) Miami-Dade Community Colleg enrollment data for Dade County jail facilities; (8) an organizational chart for the Bureau of Staff Development; (9) a me of correctional officer training centers; (10) a table showing training opportunities by subject and providing agency; (11) an assessment of the programs offered by the divisions of corrections at community colleges, area vocational schools, and correctional facilities; and (12) an assessment of community college costs for inmate education in 1981-82. (AYC)

ED 226 562 EC 151 049

Young, Norma Jean
Parents and Teachers, Partners in Learning: A Parent Training Program. Project Implementation Guide.
Houston Independent School District, Tex.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 80
GRANT- 9-0661-654
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Instructional Materials; *Mild Disabilities; *Mild Mental Retardation; *Parent Education; Preschool Education; Program Descriptions; *Television

The paper describes "Parents and Teachers--Partners in Learning Project," a program to assist parents of mildly retarded handicapped preschoolers to acquire skills needed to reinforce learning. The program involves a series of television tapes designed to develop awareness and a parent training library which includes, such items as books, pamphlets, puzzles, records, and story books. Descriptions of each of the six tape programs cover: title, writers, narrator, length of tape, overview, activities/concepts demonstrated, and related parent training materials. Tapes cover such topics as language development, holiday activities, and motor skill development. An outline on establishing the parent library covers the library's purpose; location; and procedures for acquiring, paying for, and grouping the materials. A chart offers a summary of library materials with a code for format (parent information or parent teaching), publisher/vendor information, and code for applicable television tape program. (SW)

ED 226 610 FL 013 520

Calderon, Margarita; And Others
Assessing Communicative Competence, Packet III. Language Proficienc
Acquisition, Assessment, and Communicative Behavior, Series B.
Teacher Edition. Bilingual Education Teacher Training Packets.
Evaluation, Dissemination and Assessment Center, Dallas.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages
Affairs (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center,
Dallas Independent School District, Dallas, TX 75204 ($1.60).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Bilingual Education; Bilingual Teachers; *Communicative Competence (Languages); English (Second Language); Higher Education; *Language Proficiency; *Language Test *Limited English Speaking; Linguistic Theory; Native Language Instruction; Second Language Learning; Spanish Speaking; *Student Evaluation; Student Placement; Teacher Education

A teacher training packet (teacher's edition) on assessment of students in bilingual programs, is directed to undergraduate and graduate students and inservice participants. In addition to state-of-the-art reviews, the packet contains: a course syllabus, a pretest and answer key, a glossary, learning objectives, a list of recommended readings, learning activities, guidelines for discussio questions, and a posttest and answer key. Narrative sections are presented on the following topics: (1) linguistic trends since the 1950's; (2) limitations of testing instruments, (3) form versus function issues, (4) language proficiency assessment, (5) a theoretical framework relating language proficiency to academic achievement, (6) language proficiency assessment in bilingual programs, (7) English proficiency and exit criteria, (8) assessment of entry and exit criteria, and (9) processes for reclassifying students. A chapter by Jim Cummins is included entitled, "Wanted: A Theoretical Framework for Relating Language Proficiency to Academic Achievement among Bilingual Students." This chapter considers the importance of the concept of language proficiency to many issues involved in educating both language minority and majority students. (SW)

ED 226 625 HE 015 558

Griffin, Howard
Legal Issues Surrounding Section 504.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE- Jun 82
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 (1-9 copies free; 10 or more copies, $.25 a copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTIONS- *Accessibility (for Disabled); Access to Education; Admission Criteria; Affirmative Action; College Admission; College Applicants; *College Students; *Compliance (Legal); *Court Litigation; Definitions; *Disabilities; Federal Aid; *Federal Legislation; Federal Regulation; Higher Education; Legal Responsibility; Student Needs
IDENTIFIERS- *Rehabilitation Act of 1973 (Section 504)

Recent litigation under section 504 of the Rehabilitation Act of 1973 and unresolved issues in the application of section 504 to colleges and universities are examined. Section 504 is a federal statute expressing a national commitment to end discrimination against individuals on the basis of handicap. Three issues that currently confound efficient implementation of section 504 are as follows: (1) the meaning of "otherwise qualified" in the statutory text; (2) whether and to what extent affirmative steps must be taken by recipients of federal financial assistance to permit handicapped persons to participate in programs; and (3) whether section 504 applies only to those individual programs or activities that benefit directly from federal financial assistance, or to all programs and activities of an institution that receives federal financial assistance for any of its programs or activities. "Qualified handicapped person" is defined by the implementing regulations for section 504 as "a handicapped person who meets the academic and technical standards requisite to admission or participation in the recipients' education program or activity." The courts have not reached agreement on a standard for institutions to follow regarding accommodations for the handicapped. For the most part, institutions must rely on their own good-faith interpretations of the regulation in deciding whether an accommodation is required. Procedural issues regarding section 504 and the courts include: the students' private right of action against the university under the statute; whether damages are available under section 504; and whether section 504 forbids use of procedures or criteria that may unintentionally discriminate against handicapped persons. (SW)

Degrees Conferred in Oklahoma Higher Education, 1981-82.
Oklahoma State Regents for Higher Education, Oklahoma City.
PUB DATE- 82
AVAILABLE FROM- Oklahoma State Regents for Higher Education, 500 Education Building, Oklahoma City, OK 73105.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Associate Degrees; Bachelors Degrees; *College Graduates; *Degrees (Academic); Doctoral Degrees; *Educational Certificates; Females; *Higher Education; *Majors (Students); Male Masters Degrees; *Minority Groups; State Surveys
IDENTIFIERS- *Oklahoma

Data on degrees conferred in 1981-1982 in Oklahoma colleges and universities are presented by sex and by field of study. Summary tables also show number of degrees and percentage distribution by racial and ethnic origin for each institution. Findings include the following: In 1981-1982, 18,725 degrees were conferred--4,560 associate degrees, 10,266 bachelor's degrees, and 2,996 master's degrees. At the bachelor's level, the number of degrees in computer and information sciences more than tripled from 1976-1977 to 1981-1982, while percentage increases also occurred for engineering communications, business, and architecture. The following fields experienced decreases in degree production during the past 5 years: foreign languages, fine and applied arts, and biological sciences. Different trends were found at the master's and doctoral levels. On of the most noticeable trends was the increasingly larger share of degrees earned by women, particularly in the areas of business, engineering, and computer science. The percentage of academic degrees awarded to minority students varied from 29.4 percent at th doctoral level to 5.5 percent at the first-professional degree level. (SW)

ED 226 696 IR 010 564

Expanding the Reach of the Sun Prairie Cable Children's Channel: A Study to Determine the Feasibility of Extending the Existing "KIDS-4" into a County-Wide Facility.

American Council for Better Broadcasts, Madison, Wisc.

SPONS. AGENCY- National Telecommunications and Information Administration (DOC), Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Cable Television; *Childrens Television; *Community Programs; Facility Planning; Feasibility Studies; *Needs Assessment Program Costs; *Program Development; Surveys; Telecommunications
IDENTIFIERS- KIDS 4; Wisconsin

This study was undertaken to ascertain the need for and determine the feasibility of extending KIDS-4, a non-profit, non-commercial children's cable television project, from its base in Sun Prairie, Wisconsin, to other communities in Dane County. The programming and production for this project, which was started in 1977, are entirely conceived, developed, and implemented by local school children ranging in age from 9 to 14 years. Two community surveys--one to ascertain the attitudes of parents to children and television, and the other to determine the viewing patterns and favorite television shows of school children--were commissioned, as well as a technical survey to examine the feasibility and cost effectiveness of physical interconnection of the systems throughout the county. In addition, personal in-depth interviews were conducted with business persons, community leaders, elected officials, and educators to assess their awareness, interest, potential support, and the political climate in which the expanded children's channel would develop. Results of the study showed that the projected expansion would be both desirable and feasibile, and welcomed by Dane County communities. Appendices include a statement of the rationale for the program; reports on each of the surveys; a description of an international live satellite interconnect demonstration which linked children in interactive participatory television; descriptions of KIDS-4 which have appeared in several publications; and a packet of project administrative materials. (LMM)

ED 226 755 IR 050 123

Chen, Ching-chih; Hernon, Peter
Criteria of Effectiveness for Network Delivery of Citizens Information through Libraries. Extracted Report-Assessment Model.
Simmons Coll., Boston, Mass. School of Library Science.
SPONS. AGENCY- Office of Libraries and Learning Technologies (ED), Washington, DC.
PUB DATE- Sep 82
CONTRACT- 300-81-0018
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Consumer Education; *Consumer Science; Financial Support; *Information Networks; *Information Services; *Library Networks; Library Surveys; Marketing; Models; Organizational Effectiveness; Publicity; User Satisfaction (Information)
IDENTIFIERS- *Consumer Information

This publication, extracted from a full study report, summarizes the development and utilization of an assessment model for the effectiveness of library and non-library network delivery of consumer information. Consumer information is defined as that needed by the general public to resolve problems within the family or household. The network assessment model is presented in 13 parts with 32 research questions covering: (1) the network's definition of consumer information; (2) types of consumer information provided; (3) availability of information services to consumers; (4) funding; (5) staffing; (6) degree of support from member libraries and administrations; (7) network services; (8) relationships to other networks; (9) network priority on consumer information services; (10) network activities; (11) the relative importance of five criteria in providing information--cost in money, cost in time, and information accuracy, currency, and understandability; (12) publicity and marketing; and (13) determination of user satisfaction. A typology of consumer information networks is presented, as well as a discussion of the selection of nine networks to test the assessment model. A brief description of model limitations precedes a reexamination of the model in light of case studies of the nine networks selected. A summary of network responses to each of the research questions in the assessment model is provided. (ESR)

ED 226 768 JC 820 544

Gold, Charlie L.
Contracting with Business & Industry: Use Your Community Resources.
Bay de Noc Community Coll., Escanaba, Mich.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; *Cooperative Education; *Job Training; Nontraditional Education; *On the Job Training; Program Descriptions; Program Development; Program Evaluation; *School Business Relationship; Student Attitudes; Two Year Colleges; Vocational Education

An interdisciplinary career training program, "Contracting with Business and Industry" (CWB&I), was developed by Bay de Noc Community College (Michigan) to meet nontraditional students' needs for specialized career orientation, training, and personal development. Through contracts between the college and local businesses, students acquire on-the-job training, while participating in on-campus study to develop skills in job interviewing, interpersonal relations, resume preparation, the American enterprise system, and attitude training. Since its creation in 1976, the program has expanded substantially--in fall 1981, over 50 students were enrolled and 54 local businesses were paid per hour to offer training in areas such as banking, newswriting, photography, silk screening, and dietetics. This type of program was chosen due to its low costs in comparison to full-time training programs and its appropriateness in career areas where employment opportunities are moderate. CWB&I claims effectiveness in providing students with opportunities to acquire entry-level skills in a number of careers, in tailoring programs to students' individual needs, and in enhancing student attitudes towards themselves, others, and the American enterprise system. It has also expanded 1-year certificate offerings, responded to the needs of female students, and succeeded in placing a high proportion of program completers. A summary of CWB&I costs is appended. (HB)

Oen, Urban

Illinois Competency Based Education Programs and the Employment and Training Community.

Lake County Coll., Grayslake, Ill.
SPONS. AGENCY- Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; *Competency Based Education; *Curriculum Development; Employment Programs; Program Descriptions; Regional Schools; State Surveys; Two Year Colleges; *Vocational Education; Vocational Schools; *Vocational Training Centers
IDENTIFIERS- *Illinois

Designed for use by employment skills training operators and educators, this report provides information on competency-based education (CBE) and its use in Illinois. First, some of the main features of CBE programs are outlined, i.e., their emphasis on the interests, needs, and strengths of students and on providing those skills that the student specifically needs. The next section defines CBE as a system whereby workers' tasks are identified and validated by an advisory committee; performance objectives are written and given to students prior to instruction; and criterion-referenced measures are developed related to objectives. This section also outlines the characteristics of a CBE program, explains a CBE curriculum development model, and identifies sources of information and assistance. Next, a listing is provided of all area secondary vocational education centers (ASVEC's) and community colleges in Illinois that offer CBE skills training, followed by in-depth case studies of the CBE programs at the DuPage Area Vocational Education Authority, the Vermilion Occupational-Technical Education Center, and the Stephenson Area Career Center. Finally, definitions of terms and a bibliography are provided. Appendices include samples of student competency sheets, learning guides, and evaluation forms; a goal (task) list; a sample certificate; survey materials; lists of ASVEC's and community colleges; and a description of a competency-based individualized vocational education project. (HB)

ED 226 920 RC 013 896

Reeves, Carolyn; Brescia, Bill

By the Work of Our Hands: Choctaw Material Culture. Teacher's Guide.

Mississippi Band of Choctaw Indians, Philadelphia.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- American Indian Culture; *American Indian Studies; Clothing; *Cultural Activities; *Cultural Background; Food; Games; *Handicrafts; *Resource Materials; Secondary Education; Teaching Guides
IDENTIFIERS- *American Indian History; Basket Weaving; Beadwork; *Mississippi Choctaw (Tribe)

The teacher's guide for the reader "By the Work of Our Hands: Choctaw Material Culture" (RC 013 897) contains the following features for each chapter of the reader: background information for the teacher, important terms, the lesson plan, evaluation ideas, and references and resources. Subjects of chapters are stickball and rabbit sticks, drum making and hominy, basket making, beading, clothing, and use of the videotape "By the Work of Our Hands." A 59-item bibliography and appendices containing pictures, maps, a brief history of the Choctaw, and Choctaw Alphabet are included for use with designated chapters. The purpose of the background information is to provide the teacher with sufficient information to discuss the material culture of the Mississippi Choctaw from both the historical and contemporary perspectives. Little of the background information contained in the guide is included in the student's textbook, allowing the teacher to decide how much additional information to provide. Following the background information in each chapter are important terms which include both English and Choctaw terms, definition, and phonetic pronunciation. (ERB)

ED 226 529 EC 151 006

Doering, Sandra
A Model Gifted Program for Lutheran Schools on Limited Budgets.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Acceleration (Education); Curriculum Development; Demonstration Programs; Educational Methods; Educational Philosoph Elementary Secondary Education; Enrichment; *Gifted; *Parochial Schools; *Program Development; *State Standards; *Talent; Talent Identification
IDENTIFIERS- *Lutheran Schools; *Oklahoma

The paper provides information for Lutheran schools in Oklahoma attempting to design gifted programs in light of state accreditatio requirements for such programs. The establishment of a committee fo gifted programs is suggested as a first step. Formulating a philosophy about the program and the needs of students is the next step. Identification procedures include teacher observation, group and individual intelligence tests, and creativity tests. Teachers' attitudes and commitment play a vital part in the program's success. Curriculum options include vertical acceleration, horizontal enrichment, and grouping. Classroom organization approaches cover use of time, classroom noise level, and physical arrangements. Enrichment can be given in the classroom setting or through community, congregational and parental resources. Pullout activities, such as resource rooms and learning labs are other considerations. (CL)

ED 226 579 FL 013 472

Stoddart, John Dennis
Microteaching: Current Practice in Britain with Special Reference to ESOL. Working Documents 3.
London Univ. (England). Inst. of Education.
REPORT NO.- ISBN-0-85473-112-1
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *English (Second Language); Higher Education; *Microteaching; Second Language Instruction; *Teacher Education; Teaching Skills; Training Methods
IDENTIFIERS- *Great Britain

The use of microteaching in Britain to train teachers of English as a second language is described. Microteaching is defined as a teaching encounter that is scaled down in terms of class sizes, lesson length, and teaching complexity. Based on visits and observations, the organization, content, goals, and components of British microteaching programs are summarized. The content of general and language preservice microteaching programs is discussed in terms of variation, reinforcement, and questioning. Most of the programs establish a model of good teaching and aim to inform students about the procedures and techniques of the model. The microteaching program components of briefing sessions, critique sessions, reteach sessions, and transitional microteaching are examined in terms of exemplification, negative modeling, feedback, and the roles of teachers, peers, and pupils. (RW)

ED 226 741 IR 050 108

Cavenaugh, David
The Development of a Consumer Input Program for the National Library Service for the Blind and Physically Handicapped (NLS/BPH) and Network Libraries. Final Report.
InterAmerica Research Associates, Rosslyn, Va.
SPONS. AGENCY- Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- Oct 82
CONTRACT- LC-2492
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Pesearch/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Information Networks; Information Systems; Library Services; National Libraries; *National Programs; Organizational Communication; *Physical Disabilities; Policy Formation; Questionnaires; *User Satisfaction (Information); *Visual Impairments
IDENTIFIERS- Library Users; *National Library Service for the Blind; *User Needs

This document presents a review of the current consumer relations activites of the National Library Service (NLS) for the Blind and Physically Handicapped of the Library of Congress, and an overall plan to improve NLS receipt of user suggestions, comments, opinions, or complaints through libraries which form the nationwide NLS distribution system. An overview of current user input activities in matrix format is provided, as well as a review of NLS responsibilities in meeting the special needs of its patrons. A plan is presented for a consumer relations function at various levels--NLS cooperating regional and subregional libraries, and other NLS network agencies--with a discussion of staffing, training, and utilization of user input in policy formulation. A set of specific consumer relations activities for network libraries is proposed, based on library readership size and relative resource level. Examples are given for the design of reader surveys, the development of formal or informal consumer advisory committees, and the provision of staff training to increase sensitivity to patron input. A system of logging and tracking procedures is also proposed to assure proper flow of user information within the NLS/network system. The report concludes with a final set of 12 recommendations to NLS. (Author/ESR)

ED 226 827 PS 013 356

Robertson, Audrey S., Ed.; Middleton, Susan, Ed.
New Parents: Guidelines for Teaching Infant-Toddler Growth and Development, Birth-24 Months.
Minnesota Curriculum Services Center, White Bear Lake.; Toys 'n Things Training and Resource Center, St. Paul, Minn.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
PUB DATE- 81
AVAILABLE FROM- Toys 'n Things Press, 906 North Dale Street, St. Paul, MN 55103 (Paper, $18.95).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Child Development; Class Organization; Early Childhood Education; *Infants; Lesson Plans; *Parent Education; *Resource Units; Teaching Guides
IDENTIFIERS- *Toddlers

This curriculum guide, written to assist health professionals in developing classes for parents of children from birth to 24 months of age, consists of three main sections. The first section, "Preparing for Your Audience," outlines some prerequisites the instructor should take into account when planning learning experiences for adults, discusses how these prerequisites can be met, and suggests resources for generating information concerning parents' interests and needs. The second section, "Family Issues," is designed to serve as a guide and resource for initiating the process of helping parents deal with problems that often stand in the way of their own growth and development. This section includes teaching outlines on the issues of family systems and decisions concerning work and child care, along with a variety of resources related to these issues. The third and final section, "Infant and Toddler Growth and Development," gives ideas for planning a series of classes or workshops either by topic or by age grouping, whichever best meets the needs of the potential participants. As in the second section, the third section includes teaching outlines and a variety of resources related to infant development and health. (MP)

ED 226 843 PS 013 381

Why Should Companies Think about Women?
Catalyst, New York, N. Y.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Business Responsibility; *Employed Women; Family Problems; *Institutional Role; Organizational Change; *Organizational Climate; *Productivity; *Sex Bias
IDENTIFIERS- *Parenthood

Companies should think about women because women represent half th human resources available to them. Actually, the most productive response companies can make to women's presence in the workplace is the full assimilation of women into all areas and at all levels of corporate operations. Achieving full assimilation will require time, however. Presently, barriers to constructive change exist. These include women's unfamiliarity with the corporate environment, their need for career guidance and role models, and the high turnover rate among their group. Other barriers are traditional male perceptions of sex roles, the male-oriented corporate culture, need for maternity leave and other leave associated with parenting, the virtual absence of quality child care, and the problem of relocation. Companies can develop, and some in fact have implemented, methods for identifying employee and environmental problems actually or potentially impeding productivity. Methods now in use by corporations include a task force approach to identifying critical work and family issues, "surfacing" groups for identifying potential productivity problems within a specific employee population, and an environmental scanning process for monitoring new trends and developments in the world and within the corporation. Regardless of what other steps are taken, success in resolving productivity problems requires an effective communication policy and evaluation procedures. (RH)

ED 226 514 EA 015 467

Cardoni, Ronald S.
Election Consolidation Handbook for School Board Secretaries. Annotated and Revised.
Illinois Association of School Boards, Springfield.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Board Candidates; *Board of Education Role; *Due Process; *Elections; Elementary Secondary Education; Scheduling; *Secretaries; State Legislation; Voting
IDENTIFIERS- *Illinois; Referendums

In response to Illinois's consolidation of all elections, this handbook aims to assist school board secretaries in coordinating election duties and responsibilities with local election authorities. The handbook comprises 13 sections. Section 1 defines 11 election consolidation terms. Section 2 explains how specific elections are scheduled, and section 3 shows the election dates. A calendar of nonpartisan election events (such as candidate filings is listed in section 4. Board candidates are covered in section 5, including their qualifications, terms, filing notices, nominating papers, candidacy statement, statement of economic interests, and withdrawal, plus issues of board vacancies and campaign financing. Section 6 discusses candidate certification, objections to candidates, and candidate placement on the ballot. Conduct of the election is explicated in section 7, including election notices an judges, pollwatchers, ballots, precinct clustering, boundary changes, supplies, and polling hours. Absentee voting and voter qualifications, registration, and identification are covered in section 8. Procedures for tallying, checking, and proclaiming election results--including recounts--are set forth in section 9. Section 10 explains procedures for referenda on public policy, whi sections 11 and 12 describe "back-door" (votes on board actions) a emergency referenda. Section 13 examines election costs. (RW)

ED 226 545 EC 151 023

Mack, Jean Harris
Classroom Projects That Work. Volume 1.
Foundation for Exceptional Children, Reston, Va.
PUB DATE- Feb 82
AVAILABLE FROM- Foundation for Exceptional Children, P.O. Box 2099, Reston, VA 22091 ($3.50, quantity discount available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Awards; Career Education; Computer Assisted Instruction; *Demonstration Programs; *Disabilities; Elementary Secondary Education; Employment; *Gifted; History; Program Descriptions

Seventeen innovative educational programs for handicapped or gifte children (preschool through secondary level) are described. The projects were among 25 awarded as part of the Foundation for Exceptional Children's Bill Geer Minigrant Award Program. Each project is described in terms of director's name, population served, location, and duration. Brief project summaries are also included. Among those cited are a circus arts program for emotionally handicapped adolescents, a living history project involving gifted and talented high schoolers, a geriatric nursing assistant program for learning disabled or emotionally handicapped high schoolers, trial sheltered employment for severely mentally retarded adolescents, career day workshops for mildly retarded students in grades 10-12, a public opinion survey conducted by gifted secondary students, and computer programing to help severely physically handicapped nonverbal students (age 9-18) in reading and spelling. (CL)

ED 226 596 FL 013 503

Blair, Robert W., Ed.
Innovative Approaches to Language Teaching.

PUB DATE- 82
AVAILABLE FROM- Newbury House Publishers, Inc., Rowley, MA 01969 ($15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *Instructional Innovation; *Second Language Instruction; Second Language Learning; *Teaching Methods
IDENTIFIERS- Community Language Learning; Natural Method (Language Learning); Silent Way (Gattegno); Suggestopedia; Total Physical Response

A collection of 20 papers describes innovative methods of second language instruction with the aim of promoting change and experimentation in language teaching. The papers are organized under four categories: background, the evolution of the comprehension approach, approaches to a rich acquisition environment, and approaches to a rich learning environment. Among the specific topics discussed are theory versus practice in language teaching, the prespeech phase in language learning, learning by listening, the Total Physical Response approach, delayed oral practice, community language learning, suggestology, natural approaches, games, and grammar induction. A concluding essay suggests an integrated approach. The appended bibliography lists references according to skill areas and approaches. (RW)

ED 226 639 HE 015 868

Fritzemeyer, Joe R.; And Others
The Status of University Financial Reporting.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE- Sep 82
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTIONS- Accountants; Comparative Analysis; Educational Financ
*Financial Policy; Followup Studies; Higher Education; *Private Colleges; Publications; *Reports; *School Accounting; School Surveys; Standards; *State Colleges
IDENTIFIERS- *Financial Audits

The status of university financial reporting was surveyed as an update of a 1976 survey. Of the 100 financial reports analyzed in 1976, 87 were available in 1980, and 39 additional private college reports were assessed. In addition to comparing 16 financial reporting standards used in reports between 1976 and 1980, public and private university financial reporting for 1980 was also compared. Of 800 colleges and universities sent a questionnaire on audit scope and auditor selection/rotation, 70 percent responded. For the financial reports, four comparisons concerning the Auditor' Opinion section and eight comparisons concerning the Recommended Accounting Practices section were made. The Recommended Accounting Practices section was also compared for audited and unaudited reports. It is concluded that while there were indications of increased compliance between 1976 and 1980 for certain comparisons, the present level of comparability was inadequate. An excess of 10 percent of the 1980 unaudited financial reports were on the cash basis. The level of comparability was higher for private colleges. In addition, independent auditors predominated over statutory auditors in a ratio of two to one. Recommendations regarding the publishing of financial reports and authoritative sources for reporting are offered. (SW)

ED 226 654 HE 015 922

Bare, Alan C.
Results of an Administrator Career Development Program.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrators; *Career Planning; College Administration; Higher Education; Inservice Education; *Management Development; Occupational Aspiration; *Professional Continuing Education; Promotion (Occupational); *Self Evaluation (Individuals)

A comprehensive 18-month career development program for administrators that was conducted by a state university is described. The program is based on the concept of personal growth contracting, which encourages individuals to accept responsibility for their own development by conducting self-assessments, preparing personal growth plans, and pursuing self-directed learning. The institution provides training in career management skills as well as learning opportunities both on and off the job. At the first workshop, each of the 52 participants completed four evaluation instruments. a Personal Development Practices Survey; the On-the-Job Development Questionnaire (Bare, 1981); the Job Diagnostic Survey (Hackman and Oldham, 1980); and a brief demographic questionnaire. Upon completion of the program, participants listed specific actions already undertaken or planned to foster personal development. It was found that participants increased their self-development activity significantly by the end of the program. The most active were persons having strong needs for promotion, higher salary, and job security. The more active were also the more highly educated in the group. The data suggest that the program primarily helped "plateaued," career-oriented professionals to search more artfully and actively for new jobs. (SW)

ED 226 669 HE 015 937

Nursing Delineation Pilot Study, 1981-1982. Volume 3: Summary and Recommendations. Kentucky Nursing Education Project.
Kentucky State Council on Higher Education, Frankfort.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Nov 82
AVAILABLE FROM- Kentucky State Council on Higher Education, W. Frankfort Office Complex, U.S. Rt. 127 S. Highway, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cluster Grouping; Content Analysis; *Difficulty Leve Education Work Relationship; Higher Education; *Job Analysis; Job Skills; *Knowledge Level; Nurses; *Nursing Education; *Skill Analysis; Statewide Planning
IDENTIFIERS- *Kentucky Nursing Education Project

Summary information and recommendations of the Nursing Delineatio Study of the Kentucky Nursing Education Project are presented. Nursing tasks were identified, defined, and ranked as part of a systematic analysis of the nursing profession for the purposes of statewide planning. A 17-member task force represented the major domains of nursing (administration, clinical, education, and research). The delineation of tasks according to the degree of complexity was designed to promote articulation in nursing practice and education and to better utilize different categories of nursing personnel. Three clusters of nursing tasks were identified, and variations in the complexity of skill/knowledge requirements were also reviewed that indicated different levels of tasks within each cluster. The task titles organized by cluster/level are listed. Factors influencing the sequence and grouping of tasks are discussed, and a conceptual framework to assess the comprehensiveness of the nursing task list is presented, along with the results of a content analysis of the three clusters of tasks. Recommendations are offered regarding the conceptual framework, research tools and the overall research process, and future research. (SW)

ED 226 711 IR 010 591

McDaniel, William C.; And Others
Evaluation of the Computer Aided Training Evaluation and Scheduling (CATES) Decision Model for Assessing Flight Task Proficiency.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
REPORT NO.- TAEG-TR-130
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Competency Based Education; *Computer Managed Instruction; *Decision Making; Efficiency; Evaluation Criteria; *Evaluative Thinking; *Flight Training; *Mathematical Models; Postsecondary Education; Student Evaluation; Training Methods
IDENTIFIERS- *Naval Training

The efficacy of the CATES system for making training decisions and determining student proficiency in Naval in-flight training proposed in an earlier study (Rankin and McDaniel, 1980) is compared with the present system of instructor judgments for performance assessment. The current study used 29 newly-designated naval aviators undergoing Fleet Replacement Pilot Training in the SH-3 aircraft. From an inventory of 190 tasks, 18 tasks were selected to evaluate the model. Standard training materials and equipment were used, and performance was graded as students proceeded through the training syllabus. The task performance information required to reach a decision and the level of student proficiency upon completion of the training program were then analyzed. Results indicate the CATES system requires less information to make a decision than the current human-judgment system and is reliably more accurate, suggesting greater consistency and accuracy of mathematical models to an actual training situation in a considerably more unstructured environment than previous research studies. This report also provides extensive details of the statistical decision model used by the CATES system, results of other evaluations using mathematical models versus human models in decision making, study definitions, research methods, results, and conclusions. Six appendices include related materials and 30 references. (LMM)

ED 226 783 JC 830 076

Morris, Cathy

Direct versus Delayed Entry of High School Students into Miami-Dade Community College. Research Report No. 82-28.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Oct 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTIONS- Basic Skills; *College Freshmen; Community Colleges; Enrollment Trends; Females; Males; Minority Groups; *Reentry Students; *Student Characteristics; Two Year Colleges; *Two Year College Students

In 1982, a study of direct-entry students (i.e., those who entered college within a year of high school graduation) and delayed-entry students (i.e., those who entered college at least 1 year after graduation) was conducted at Miami-Dade County College (MDCC). Focusing on first-time in college students entering MDCC in the fall and winter terms of 1978-79 through 1981-82, the study sought demographic information on the students in the two categories and investigated the relationship between delayed entry and basic skills attainment. Study findings indicated that: (1) during this period, at least 50% of the MDCC students had delayed entry and more than 33% of all new students had been out of high school for more than 3 years prior to entering MDCC; (2) a higher proportion of White and Black non-Hispanic students had delayed entry than Hispanic students; (3) in 1981-82, 52.2% of the Hispanic students enrolled at MDCC were categorized as direct entry; and (4) direct-entry students scored higher on placement tests than delayed-entry students, with placement test scores decreasing as the delay increased. (HB)

ED 226 859 PS 013 401

Sargent, Marilyn
Pre-Term Babies. Caring About Kids.
National Inst. of Mental Health (DHHS), Rockville, Md. Div. of Scientific and Public Information.
REPORT NO.- DHHS-ADM-80-972
PUB DATE- 80
AVAILABLE FROM- Public Inquiries, National Institute of Mental Health, 5600 Fishers Lane, Rockville, MD 20857 (Single copy free). Also available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-024-01014-6, $2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Guidelines; *Medical Services; *Parent Child Relationship; Parent Education; *Parent Role; *Premature Infants; *Stress Variables
IDENTIFIERS- Birth Weight; Intensive Care Nursing
One of a series designed to help parents care for their children and themselves by promoting good mental health, this pamphlet provides information about preterm babies. In nine brief sections, readers find various information, including a description of the preterm infant, a discussion of causes of preterm birth and low-weight babies, and a review of innovations in the care of preterm infants. Guidelines for parents visiting the intensive care nursery, advice related to stresses on mothers and fathers of premature babies, and tips for calming babies are offered. Also provided is a discussion of long-term outcomes for premature infants receiving treatment in intensive care nurseries and an examination of the importance of parents' attitudes and behaviors, and parent/child interaction, for the premature infant's well-being and development. The final section focuses on potential health problems to which the preterm infant is vulnerable. Additional sources of information are listed. (RH)

ED 226 875 RC 013 734

Ross, James

Dene Languages Study.

Northwest Territories Dept. of Education, Yellowknife.

PUB DATE- Jan 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Agency Role; American Indians; Athapascan Languages; *Canada Natives; Foreign Countries; *Government Role; *Limited English Speaking; Native Speakers; *Social Support Groups; *State Government
IDENTIFIERS- Canada; *Dene (Nation); *Northwest Territories; State Tribal Relationship

Initiated in October, 1980, by the Government of the Northwest Territories (GNWT), the study addressed two concerns: present levels of service and demands for both services and programs from the GNWT to the non-English-speaking Dene and recommendations to the Executive Committee on steps to be taken now within government to overcome problems experienced by non-English-speaking Dene in obtaining government services. Three major issues identified by the GNWT were government as a communicator, government as an employer, and government as a provider of services. The study was conducted in two ways: contacting and interviewing government departments, groups, organizations and individuals who supply essential services to the Dene; and identifying the degree of Dene language fluency among children entering the school system, ages 5 to 7. Recommendations included fundamental commitment be made by the GNWT to assist the Dene in the recognition, development, and preservation of their languages; Dene interpreters be employed at all levels of various GNWT departments; adequate funding be provided for a Dene Linguistic Program division; and consultation and involvement of the Dene in all aspects of language development undertaken by or funded by the GNWT. Appendices contain support documentation. (ERB)

ED 226 890 RC 013 865

Pulu, Tupou L.; Pope, Mary L.
Because We Cherish You: A Time for Celebration. Report of the Annua
Bilingual-Multicultural Education Conference (8th, Anchorage, Alaska, February 17-19, 1981).
Alaska Univ., Anchorage. National Bilingual Materials Development Center.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Alaska Natives; American Indian Education; *Bilingua Education; *Community Involvement: Cultural Activities; Early Childhood Education; Elementary Secondary Education; *Multicultura Education; Older Adults; Parent Participation; *Program Descriptions; *Rural Education; School Involvement; Student Participation; Teacher Role
IDENTIFIERS- *Alaska

The Eighth Annual Bilingual/Multicultural Education Conference, sponsored by the Alaska State Department of Education and supported by 36 additional organizations and school districts, was a major activity of the department in providing training assistance to all persons involved in bilingual-bicultural education programs in Alaska. The conference theme, "Because We Cherish You: A Time For Celebration," was selected to emphasize the importance of youth and their education in the eyes of Alaska's elders. At the same time, the conference emphasized the important roles played by elders, parents, community members, students, and school personnel in developing and implementing educational programs for Alaska's youth. Over 70 workshops were offered to help conference participants to more fully participate in bilingual/multicultural education programs at the community and school district levels. Highlighting the conference were 14 presentations of the arts of Alaska's major ethnic groups performing dances, songs, shows of ethnic costumes, and displays of various art forms. (ERB)

ED 226 530 EC 151 007

Gallagher, James J.; Gowen, Jean W.
The Carolina Institute for Research on Early Education for the Handicapped. Final Report.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Curriculum Development; *Disabilities; Early Childhoo Education; Family Relationship; High Risk Persons; Infants; Mainstreaming; Multiple Disabilities; Program Descriptions; *Progr Effectiveness; *Research Projects; Severe Disabilities
IDENTIFIERS- *Carolina Institute for Research on Early Education; Final Reports

The final report describes the accomplishments of the Carolina Institute for Research on Early Education for the Handicapped, a center sponsoring ecological research on families of young handicapped children. An introductory section outlines the institute's mission and administration. Eight research projects are detailed in as many chapters. Research focused on the following topics: characteristics of successful parents of moderately/severely handicapped children, families at risk, family networks and the development of adaptive behavior, parent involvement for programs o handicapped children, parental perspectives of preschool mainstreaming, child assessment, curriculum development, related research for moderately/severely/multiply handicapped infants, and Project CARE (a study comparing center- and home-based early intervention). Project dissemination and training activities are summarized, and its impact on the field of early education for the handicapped is anayzed for each of the research projects. (CL)

ED 226 563

EC 151 058

Kirby, Edward A.; Horne, Arthur M.
Cognitive-Behavioral Modification with Hyperactive/Attention Deficit Disorder Children.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attention; Behavior Change; *Behavior Modification; Elementary Education; Exceptional Child Research; *Hyperactivity; *Self Control
IDENTIFIERS- *Attention Deficit Disorder

Cognitive-behavior modification (CBM) procedures were taught to special education teachers and elementary school guidance counselors who then administered treatment to 15 hyperactive/attention deficit disorder children. Comparisons were made between experimental and control Ss on a number of psychometric and experimental measures including the Matching Familiar Figures Test, subtests from the Wechsler Intelligence Scale for Children, and the Self Control Rating Scale. The direction of improvement in test scores was in favor of the CBM group in all but 2 of the 17 measures used. Differences between the two groups approached statistical significance on five measures. It was concluded that the program did have an effect in the areas which were focused upon, primarily attention and impulsivity. (Author/SW)

ED 226 683 HE 015 951

Dalili, Farid
The International Student Office at the University of Akron: From People Processing to People Changing.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Advising; *Administrative Organization; Ancillary School Services; *College Students; Counselor Role; Culture Conflict; *Foreign Students; Higher Education; Office Management; *School Orientation; Student Characteristics; Student College Relationship; Student Needs; *Student Personnel Services
IDENTIFIERS- *University of Akron OH

The services provided by The University of Akron's International Student Office (ISO) are described, along with additional programming needs. The ISO provides immigration counseling, academi advising, orientation programs, and the English Language Institute. Information and referral services for foreign students and information on study/travel abroad for American students are also provided. The responsibilities of the international student advisor are identified, along with the results of an evaluation of the ISO services. It was found that the advisor's time is focused on administrative tasks and responding to information requests. It is suggested that in order for the ISO to more effectively help foreig students adapt to the university and American culture it should focus on their problems, which include language difficulties and unfamiliarity with social customs and U.S. educational practices. Detailed data are presented on the college's foreign students by country of origin, sex, educational level, and major. It is recommended that a formal policy be developed for foreign student education at the university and that more resources be allocated to the ISO for facilities and staffing. A proposed ISO organizational chart is presented. (SW)

ED 226 697 IR 010 569

Ignatz, Mila E.; Ignatz, Milton
Integrating CAI and Videotape for Science and Mathematics Teaching.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; Delivery Systems; Flow Charts; Higher Education; Input Output Devices; Instructional Materials; Intermode Differences; *Mathematics Instruction; *Science Instruction; Simulation; *Videodisc Recordings; *Videotape Recording
IDENTIFIERS- Florida A and M University; *Interactive Systems

Computer assisted instruction (CAI) provides active and non-linear instruction, but the microcomputer-videotape combination permits development of a broader range of instructional activities not previously possible with microcomputers alone. Instructional materials can be displayed alternately from the microcomputer or the videocassette recorder-player, depending on instructional program design needs. Moving and colorful visual materials, actual pictures, spoken descriptions, instructions, and music can now be added to CAI. The integration of the computer and the video player offers the advantages of incorporating actual lectures, demonstrations, and experiments into the CAI lessons; using the same, though modified, database to utilize different learning strategies for individual students; and grouping students conveniently to review or repeat lessons or presentations. Furthermore, computer programs and videotapes are easier to revise, update, or modify than videodisc programs. Because of these advantages, several institutions and organizations are applying interactive video in courseware development, including Florida A and M University, where a project has been implemented to develop and evaluate instructional materials for science and mathematics which utilize interactive video systems. This report includes flowcharts illustrating two types of instructional strategies incorporating CAI with videotape and nine references. (LMM)

ED 226 726 IR 010 607

Report on the Statewide Instructional Computing Network's 1st Annual Survey of Instructional Computing Practices/Plans of New York State School Districts.

New York State Education Dept., Albany.

PUB DATE- Oct 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- *Computer Assisted Instruction; Computer Manag [illegible] Instruction; Computer Programs; Elementary Secondary Education; Equipment Maintenance; Inservice Teacher Education; *Material Development; *Microcomputers; *Program Evaluation; Questionnaires; School Surveys; *Use Studies

IDENTIFIERS- New York; *Statewide Instructional Computing Network NY

This document reports the results of a survey on the use of microcomputers for classroom instruction in New York state school districts, which was conducted as a project of the steering committee of the New York Statewide Instructional Computing Network (SICN), an organization of New York educators designed to provide a means for sharing information and materials and to serve as a forum for articulating related statewide policy issues. The description of survey results follows the survey format, focusing on (1) the number of students and teachers using microcomputers; (2) the availability and acquisition of microcomputers and peripheral equipment; (3) the development of microcomputer software/courseware materials; and (4) school district efforts to evaluate the effectiveness of computers in the classroom and/or publish newsletters in this field. Specific topics addressed include microcomputer repair, instructional and management applications, and evaluation. Appendices include a copy of the survey questionnaire and a roster of SICN delegates. Twenty-one data tables display results. (Author/LMM)

ED 226 769 JC 820 576

Fifth Annual Employers' Satisfaction Survey: First Cycle Update.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Community Colleges; *Employer Attitudes; High Schools; Institutional Evaluation; Job Performance; *Personnel Evaluation; State Surveys; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Hawaii

As part of a 5-year cycle of accountability and evaluation activities, a study was conducted in 1982 to determine employer satisfaction with the educational system in Hawaii. Employers were asked to provide information on their firm, state their training priorities, express frustrations, and make suggestions on increasing the effectiveness of the educational system in preparing students for employment. Interviews were conducted with vice presidents of personnel and personnel directors from 50 firms, which had not been contacted in prior annual employer surveys and in which service, hospitality, retail, finance, and construction industries were most heavily represented. The study revealed: (1) 94% of the employers felt that employees who had received occupational training in high school were better prepared for employment than those who had not; (2) 76% felt that college vocational education students were better prepared than college students without vocational training; (3) 60% preferred the high school diploma to the Individual Prescribed Program option; (4) 70% said community colleges were doing a good job; and (5) of the 15 firms having hired Comprehensive Employment and Training Act (CETA) participants, 88% felt participation had increased their value as employees. Volunteered comments are appended. (DAB)

ED 226 798 JC 830 101

Tebo, Jack; Mabe, Shirley
Educational Programs Provided for the Florida State Correctional System. Executive Summary.
Florida State Dept. of Education, Tallahassee.
PUB DATE- 30 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrators; *Cooperative Programs; *Correctional Education; *Correctional Institutions; Counselors; Educational Finance; Educational Needs; *Financial Support; Needs Assessment; Prisoners; Program Administration; Program Costs; Program Descriptions; Program Evaluation; *Program Improvement; State Surveys; Statewide Planning; Teacher Qualifications
IDENTIFIERS- *Correctional Officers; *Florida

In response to legislative mandate, the Florida State Department Education conducted a study of the educational programs provided fo the state correctional system. Using publications and research documents, the study investigated: (1) the academic, vocational, adult, and compensatory education programs offered within and to th correctional system; (2) the numbers of employees administering these programs; (3) costs and funding sources; (4) educational facilities within the correctional institutions; (5) current qualifications for educational staff; (6) the procedures used to assess offenders' educational needs; (7) the current level of non-personnel resources utilized in each educational program; (8) the Dade County Public Safety Correctional System's educational programs; and (9) the training being conducted for correctional officers and the fee policies used. Based on study findings, recommendations were made related to each objective, including suggestions that each department offer functional literacy education, employability training, coping skills and adjustment training, personal enrichment courses, and college courses and degree programs; that alternative funding proposals be considered for enhancing correctional education programs; and that incentives and classification, assignment, and placement procedures be used in assessing inmates' educational needs. This report offers a summary of major findings and recommendations and discusses their implications. (AYC)

ED 226 905 RC 013 880

Henderson, Karla
Business and Finance Managerial. Student Guide to Home Study. Camp Administration Series.
American Camping Association, Martinsville, Ind.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 82
GRANT- G007901333
AVAILABLE FROM- American Camping Association, Bradford Woods, Martinsville, IN 46151-7902.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Education; Adult Education; *Business Administration; *Camping; Competency Based Education; *Correspondence Study; *Disabilities; Independent Study; Insurance; Learning Activities; *Money Management; Office Management; Outdoor Education; Records (Forms); Resource Materials; Standards; Student Teacher Relationship; Study Guides
IDENTIFIERS- *Project STRETCH

The business and finance managerial home study student guide begin with a brief overview of the conduct of the course, the desired outcomes of camp director education, instructions on phases I and II of home study, a student needs assessment form, a reading checklist, a student vita form, an individualized plan of work, and a list of suggested learning activities. The learning assignments consist of five lessons outlined in terms of desired competency area(s), suggested readings, objectives, discussion, activities, and review. Among the competencies listed are: knowledge of business management systems, including fiscal operations; ability to establish a system for the camp's business operation; knowledge of office management; record keeping and reporting procedures; ability to identify various patterns of ownership and financial arrangements; knowledge of various types of insurance coverage available to camps and ability to identify professional resources; knowledge of the federal, state, and local laws and American Camping Association standards related to camp business management; and ability to analyze implications for the camp business operation when serving the handicapped. A home study learning activity report form and instructor evaluation form are included. An appendix supplies five supplementary readings. (BRR

ED 226 580 FL 013 473

James, Charles J.
Are You Listening? The Practical Components of Listening Comprehension.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Audiotape Recordings; *Classroom Techniques; Elementary Secondary Education; *German; Higher Education; Instructional Materials; *Listening Comprehension; Oral Language; *Second Language Instruction; *Teaching Methods

Six practical components of listening comprehension and sources of listening materials are considered. Listening comprehension depends on: (1) the sonic realization or actual physical hearing of language, (2) the segmental/suprasegmental form (phoneme distinction), (3) the musical pitch and rhythm, (4) lexical phrasing, (5) the purpose of the message intended by the speaker, and (6) the actualization of the message in the listener. Sources of good listening material, listed in order of importance, are: the teacher; other speakers of the target language; recordings of radio broadcasts, music, speeches; films and television programs; and commercially-produced language laboratory tapes. The importance of frequently exposing students to the language as it is actually used by fluent speakers is emphasized. The technique of adapting materials from the radio is illustrated by a weather report in German. Fifteen weather reports were recorded, since they are usually in a fixed format, with certain kinds of information in certain locations. Certain words and phrases were deleted from one report to the next, and three of the reports were not transcribed for the students, who were required to provide the basic information about the weather. It is suggested that the same technique can be used for other types of short abridged language material, especially music. Some limitations of commercially-produced tapes are noted. (SW)

ED 226 597 FL 013 504

Children's English and Services Study: Estimates of Limited English Proficient Children in the United States. Methodological Reviews.
InterAmerica Research Associates, Rosslyn, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
REPORT NO.- ISBN-089763-072-6
PUB DATE- 82
CONTRACT- NIE-400-80-0040
AVAILABLE FROM- InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1555 Wilson Blvd., Suite 600 Rosslyn, VA 22209 ($11.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Children; Data Analysis; Educational Needs; Elementary Education; *Language Proficiency; Language Tests; *Limited English Speaking; Research Design; *Research Methodology

Two methodological reviews of the Children's English and Services Study (CESS), a congressionally mandated estimate of the number and needs of limited English proficient children, are presented. Such reviews are needed because the CESS is the only national study of its kind which administered a language proficiency test to determine the language proficiency of language minority groups. The reviews were conducted by the National Center for Education Statistics and the National Institute of Education. They include discussions of design and methodological issues and statistical tables. The major methodological issues reviewed include selection of items for the Language Measurement and Assessment Inventory, establishment of test cut-off scores for classifying children as limited English proficient, and the effects of non-response bias on estimates of the number of limited English proficient children. (RW)

ED 226 598 FL 013 505

ED 226 611 FL 013 521

Yates, James; And Others
Baker DeKanter Review: Inappropriate Conclusions on the Efficacy of Bilingual Education.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Bilingual Education; Educational Policy; *Educational Research; Language of Instruction; Research Design; Research Methodology; *Research Problems; Research Reports

Methodological problems associated with the research cited by the Baker DeKanter Review of Bilingual Education (1981) are reported. The review concluded that there is little evidence supporting the need for bilingual instruction for language minority children. Given the widespread legal, fiscal, policy, and media implications of this conclusion, it is important that the evidence be analyzed. Each of the 28 studies cited to support the Baker DeKanter conclusion was analyzed in depth in regard to methodological soundness. Numerous instances of the following methodological errors were found: non-random assignment of subjects, high attrition of subjects, extremely small sample sizes, inappropriate measurement instruments or procedures, inappropriate pretest/posttest time frames, inconsistent design, lack of control of critical learning variables, variations in qualifications of instructional personnel, and lack of recency of the studies cited. Given these problems, the conclusions of the Baker DeKanter review should be questioned. Detailed reviews of each of the 28 studies are appended. (RW)

ED 226 756 IR 050 125

Foster, Donald L.

Fundamentals of Library Science. Library Science 424.

New Mexico Univ., Albuquerque.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Assignments; Continuing Education; *Correspondence Study; *Course Descriptions; Library Education; *Library Science; Postsecondary Education; Units of Study
IDENTIFIERS- *University of New Mexico

An introductory letter, a list of general instructions on how to proceed with a correspondence course, a syllabus, and an examination request form are presented for a correspondence course in the fundamentals of library science offered by the University of New Mexico's Division of Continuing Education and Community Services. The course is a survey of the history of libraries, the social forces affecting the objectives and functions of modern libraries, types of library services, the library profession, its philosophy, publications, and organizations, and the major trends and problems in the field. The text used is Jean Gates' "Introduction to Librarianship." The syllabus contains 36 lessons with questions and essays designed either to examine the student's grasp of specific materials covered in the readings, or to give the student an opportunity to express his or her thoughts on a subject dealing with library science. (Author/ESR)

ED 226 812 JC 830 144

Leach, James A.; And Others
Literature Review with Annotated Bibliography. The Accreditation of Training Experiences: Implications for Employment Training Programs
Lake County Coll., Grayslake, Ill.
SPONS. AGENCY- Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Apprenticeships; *Certification; Educational Experience; Employment Experience; *Employment Programs; *Evaluation Methods; *Experiential Learning; Literature Reviews; Military Training; On the Job Training; *Prior Learning; Program Descriptions; Work Experience
IDENTIFIERS- *Comprehensive Employment and Training Act

This volume provides a cumulative review of the primary methods used or available for use in recording formal training experiences and an annotated bibliography of documents relating to the accreditation of training experiences. The literature review begins with a discussion of academic documentation, that is, the record of formal training experiences such as classroom training, work experience designed for academic credit, and the documentation of competence. It then covers non-academic documentation of formal training experiences in apprenticeship systems, the military, and private business and industry. An overview is then presented of the training records that are kept for individuals participating in Comprehensive Employment and Training Act (CETA) programs. In addition, sample CETA programs are described to illustrate various academic and non-academic methods of documenting training experience. A 77-item annotated bibliography is then presented whic summarizes technical reports, textbooks, journal articles, congressional testimony, final reports, and conference presentation that relate to academic and non-academic accrediting and CETA syste approaches. For each document, bibliographic information, a description of its content, and ratings assigned by a panel of educational experts are provided. (Author/MB)

ED 226 844 PS 013 382

Kuschner, David
Language Development as Communication Development.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)
DESCRIPTIONS- *Communication Skills; Early Childhood Education;
*Interpersonal Communication; *Language Acquisition; Language Usag
*Speech Communication; *Teacher Role; *Young Children

Two ideas about language as communication that can guide teachers thinking about language, their observations of their pupils' language, and their curriculum planning activities are that (1) language is a social enterprise, and (2) language provides the mean of distancing oneself from the here and now. When teachers make use of these two ideas, children can begin to understand the necessity of considering their audience and the ways such consideration can b accomplished. Along with becoming aware of audience, children may come to appreciate contextual elements of language use such as time place, and purposes of communication. Teachers can appraise a child's language use to see whether or not audience has been considered. When the audience is neglected, corrective exercises ca be provided. Children's use of language to distance themselves from the here and now also has a number of implications for teachers' thinking. Ways of incorporating spatial, temporal, and imaginative distancing into the curriculum include using fairy tales, fables, and myths, and encouraging all types of writing. Teachers should realize that they are models of language use and that, in order to help children understand the relationship between language and places and times at a distance, children need to hear teachers usin language beyond the scope of the curriculum. (RH)

ED 226 921 RC 013 897

Brescia, Bill; Reeves, Carolyn
By the Work of Our Hands: Choctaw Material Culture.
Mississippi Band of Choctaw Indians, Philadelphia.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- American Indian Culture; *American Indian Studies; Clothing; *Cultural Activities; *Cultural Background; Food; Games; *Handicrafts; *Interviews; Secondary Education
IDENTIFIERS- *American Indian History; Basket Weaving; Beadwork; *Mississippi Choctaw (Tribe)

A portion of Mississippi Choctaw culture commonly referred to as "material culture" is described with pictures illustrating the process of making some of the traditional Choctaw items which tribal members have chosen to continue to make. The secondary textbook may be used as a supplement to the state-adopted textbook for the course titled "Mississippi History" (a major resource material for a unit of study in the social studies curriculum offered at the secondary level) or with a secondary-level arts and crafts program, especially if the unit is about arts and crafts native to Mississippi. The language in the text of the interviews is substantially the same as it was stated, therefore responses are not written in perfect English. Traditional Choctaw items described by tribal members are constructing the stickball and rabbit sticks, drum making, preparing hominy, making cane and oak baskets, learning to do beadwork, and sewing Choctaw clothing. It is recommended that the teacher's manual (RC 013 896) be used with this booklet. (ERB)

ED 226 515 EA 015 470

Law Enforcement Information and the Family Educational Rights and Privacy Act.

American Bar Association, Chicago, Ill.
SPONS. AGENCY- Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
PUB DATE- 81
AVAILABLE FROM- Publications, American Bar Association, Division of Public Service Activities, 1800 M Street N.W., Washington, DC 20036 ($2.70).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTIONS- Compliance (Legal); *Confidential Records; Federal Legislation; *Law Enforcement; *Police School Relationship; Postsecondary Education; *Privacy; Recordkeeping; *School Security; *Student Records
IDENTIFIERS- Family Educational Rights and Privacy Act 1974

The Family Educational Rights and Privacy Act (FERPA) pertains broadly to education records, though an institution can exempt its law enforcement records from FERPA coverage. The primary purpose of this report was to examine FERPA's effect on the flow of information between institutions of higher education and law enforcement agencies. Study findings are based on interviews with: (1) federal staff; (2) representatives of national college and university organizations; (3) over 100 persons representing 7 colleges and universities that differ in location, size, and governance; and (4) local law enforcement officials whose jurisdictions bordered the institutions surveyed. The report discusses recordkeeping practices at academic institutions, summarizes the important provisions of FERPA, then discusses in more detail the institutions surveyed. Law enforcement appears not to have been negatively affected because the relevant provision of FERPA has not been strictly followed. It is recommended that FERPA be amended to permit exchange of education and law enforcement information when an institution determines that such exchange is in the interest of the institution, its students, or the public. (MLF)

ED 226 546 EC 151 025

Copeland, Anne P.
Memory and Selective Attention in Learning Disabled Children.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Research/Technical (143)
DESCRIPTIONS- *Attention; *Cognitive Processes; *Learning
Disabilities; *Memory; *Stimuli

Twenty-four learning disabled children (ages 8 to 12) were given tests of memory and selective attention in order to highlight the similarities and differences between the two. Ss were found to be sensitive to interfering stimuli especially when the task tapped areas of their weakness. Users of effective cognitive strategies in one type of task also tended to do well on other types of tasks, bu memory and selective attention should be considered distinct processes. Altering performance by increasing time salience or teaching strategies can occur, but the processes are complex. (Author/CL)

ED 226 626 HE 015 559

Fischer, Mary L.; Ostrom, John S.
Cash Management.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE- Apr 82
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 (1-9 copies free; 10 or more copies, $.25 a copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTIONS- *Banking; Capital; Educational Finance; *Financial Services; *Higher Education; Inflation (Economics); *Investment; *Money Management; *School Funds; Tuition

Elements of an effective management program for colleges and universities are examined. Five basic purposes of an effective program of cash management are identified: developing accurate cash projections, managing cash receipts, controlling cash disbursements, establishing sound banking relationships, and investing funds. It is suggested that all institutions can benefit by investing funds promptly for a maximum period. The responsibility of the cash manager is to create an awareness of cash flow throughout the institution. A critical element in effective cash management is daily attention to bank balances, receipts, and disbursements. Tuition payments are a principal source of cash receipts for most institutions. To improve cash flow, consideration should be given to advancing the due date for payment of bills and/or to increasing deposits required from incoming students. Another approach to improving tuition cash flow is through the use of a lock box. Ways that the cash manager can help to direct major receipts to the institutions' investment bank account are noted, along with ways to convert noncash assets. Effective management of cash disbursements also provides opportunities for increasing invested balances. The cash manager must be prepared to react daily to bank balances--to transfer funds to investment when there is an excess over requirements and to transfer from investment to meet disbursement demands. The bank may be requested to advise the institution of its balance each day. Benefits of pooling cash in a minimal number of accounts are identified. Attention is also directed to: cash flow projections; types of short-term investments; and developments in banking and finance, including rates of inflation. (SW)

ED 226 640 HE 015 895

The Commission's Role in the Review of Degree and Certificate Programs.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Advisory Committees; Agency Role; *Board of Education Role; *College Programs; *Degree Requirements; Degrees (Academic); Educational Certificates; Evaluation Criteria; Postsecondary Education; Program Development; *Program Evaluation; *State Boards of Education; State Colleges; State Standards; *Statewide Planning
IDENTIFIERS- *California State Postsecondary Education Comm

The 1981 guidelines for the California Postsecondary Education Commission's program review responsibility are presented, along with an overview of the previous guidelines. The commission's role is advisory in matters relating to the review of new or existing degree programs. The following topics are covered: the legislative mandate for the commission's role in the review of degree and certificate programs; criteria employed in defining the public interest as it relates to academic and occupational programs; six major steps in the annual program planning cycle; steps in the evaluation of regular segmental reviews of existing programs and steps in the encouragement of special intersegmental reviews; and the role of the Intersegmental Program Review Council as a forum for sharing ideas and observations among its members. Criteria for defining the public interest include: student demand, societal needs, the number of existing and proposed programs in the field, the total program cost, and the maintenance and improvement of quality. The yearly program planning cycle includes segmental preparation of 5-year program plans and commission staff review of segmental plans. Definitions are provided that clarify terms and organizations/staff names used in the report, and the appeal procedures is noted. (SW)

ED 226 742 IR 050 109

In Service to Scholarship. Minutes of the One Hundredth Meeting of the Association of Research Libraries (Scottsdale, Arizona, May 6-7, 1982).

Association of Research Libraries, Washington, D.C.

PUB DATE- 82

AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 (ARL members, $15.00 per year; non-members, $25.00 per year).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Academic Libraries; Federal Legislation; History; Humanities; *Library Associations; Library Education; Library Services; Meetings; *Preservation; *Research Libraries; Sciences; Social Sciences

IDENTIFIERS- *Association of Research Libraries; Canada; Deacidification; *Library of Congress; Optical Disks

Presentations made at this semiannual meeting include papers on the first 50 years of the Association of Research Libraries (ARL) and the challenge to libraries from changing scholarship, a report from the Library of Congress (LC) on new preservation technologies, and a report on the ARL business meeting. Individual papers address the history of ARL (Stephen A. McCarthy); the influence of ARL on academic librarianship, legislation, and library education (Edward G. Holley); the relationship of ARL and LC (William J. Welsh); and the history and concerns of Canadian research libraries (Marianne Scott). Challenges to libraries from the humanities (Ralph Cohen), the sciences (William K. Hartmann), and the social sciences (Kenneth Prewitt) are outlined, and a subsequent panel discussion and other remarks are recorded. The LC report covers mass deacidification (Peter G. Sparks), optical disk technology (William R. Nugent), and the application of optical disk technology in a pilot project at the LC Cataloging Distribution Service (David G. Remington); discussion on the report is transcribed. Five reports from the business meeting and a revision of ARL bylaws are included. Appendices comprise excerpts from the commemorative program of the 100th meeting; ARL bylaws; two further ARL reports; lists of meeting participants and ARL officers, directors, committees, task forces, and members; and the auditor's report for 1981. (ESR)

ED 226 784 JC 830 077

Losak, John; Morris, Cathy
Retention, Graduation, and Academic Progress as Related to Basic Skills. Research Report No. 82-36.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; *Academic Persistence; *Basic Skills; *Black Students; College Freshmen; College Graduates; Educational Testing; Full Time Students; *Hispanic Americans; Scores; Student Attrition; Two Year College Students; *White Studen

A study was conducted at Miami-Dade Community College (MDCC) to assess the relationship between students' basic skills performance and three outcome measures: retention, graduation, and academic progress. Specifically, the study compared the performance and persistence of White, Black, and Hispanic students while equating for basic skills performance as measured by Comparative Guidance and Placement (CGP) test scores in reading, writing, and computation. Students achieving above the placement test score on all three CGP tests and those falling below this score were analyzed as separate groups, and quartile ranges were determined for each of the three tests based on national norms. Study findings, based on the records of all full-time, first-time-in-college students entering MDCC in fall 1980, included: (1) by summer 1982, 19.4% of the Hispanic students, 18.8% of the White students, and 7.6% of the Black students had graduated; (2) Hispanic students also had higher reenrollment rates (68.6%) than Black or White students (52.0% and 51.7%, respectively); (3) retention and graduation rates were significantly higher for students scoring above the placement test score on the CGP than for those scoring below it within each ethnic group; and (4) 40% of the White students, 60% of the Hispanic students, and 80% of the Black students scored in the lowest two quartiles on the reading and written English portions of the CGP. A separate report on retention patterns is included. (HB)

ED 226 828 PS 013 361

Tsuji, G. K.; Wright, E. N.
Characteristics of Students New to the Toronto School System, 1981-1982. Research Report #166.
Toronto Board of Education (Ontario). Research Dept.
REPORT NO.- ISBN-0-88881-168-3
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary School Students; Elementary Secondary Education; *Family Structure; Foreign Countries; High School Students; Kindergarten Children; *Language Fluency; *Racial Composition; *Socioeconomic Status; *Student Characteristics; Tables (Data)
IDENTIFIERS- *New Students; *Toronto Public Schools ON

This document reports, in tabular form, some general characteristics of students who are new to the Toronto school system. It does so along two dimensions: horizontally along the junior kindergarten (JK) axis and vertically from senior kindergarten (SK) to grade 13 (Gr 13). It was found that while the majority (88.1 percent) of JK pupils had been born in Ontario, only 41.5 percent of the SK-Gr 13 students were native born. However, with regard to language, only 58.9 percent of JK pupils and 46.7 percent of SK-Gr 13 students learned English, either alone or along with another language, as a mother tongue. While over 70 percent of the JK pupils and over 40 percent of the SK-Gr 13 students resided with both parents, more than 30 percent of the JK-Gr 13 students lived with their mothers only, and 4.7 percent lived with their fathers only. Information was not available about socioeconomic status for at least 20 percent of any group of JK students and at least 40 percent of the SK-Gr 13 students. However, data about each group are tabulated according to the occupation level of the parent or parents. (MP)

ED 226 860 PS 013 405

Galpern, Lois; Hills, Tynette W.
Employment-Related Child Care.
New Jersey State Dept. of Education, Trenton.
REPORT NO.- PTM-30041
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Annotated Bibliographies; Community Resources; *Cost Effectiveness; Day Care Centers; *Delivery Systems; Early Childhoo Education; *Employer Supported Day Care; Fringe Benefits; Information Sources; Program Design
IDENTIFIERS- *New Jersey

The two major sections of this report discuss issues in employer-sponsored child care, specifically describing four child-care service alternatives. Issues emphasized in the discussio include the advantages of employment-related child care, financial considerations, and implications of various forms of sponsorship. Additional issues discussed are the rationale for employment-relate child care, child care tax benefits for employees, and community resources to help provide employment-related child care services. The four service alternatives described include employer-sponsored child care centers, employer-subsidized child care services, suppor services for employees with children, and fringe benefits and employee assistance. Several examples are given of the child care service alternatives discussed. In addition, briefly addressed in the report are the need for child care centers, factors associated with successful employment-related child care centers, and employment-related child care in New Jersey. Resources for obtainin additional information and assistance are mentioned, and an annotated bibliography of related readings is appended. (RH)

ED 226 876 RC 013 832

Arizona Commission of Indian Affairs 1982 Annual Report.
Arizona Commission of Indian Affairs, Phoenix.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *American Indian Reservations; *American Indians; Bloc
Grants; Budgets; Cultural Background; Demography; Economic Development; Governance; *Organizational Effectiveness; Profiles; *Self Determination; *Technical Assistance; Tribal Sovereignty; Tribes
IDENTIFIERS- *Arizona; *Havasupai (Tribe); State Tribal Relationship

Designed to provide insight into the proceedings, transactions, an findings of the Arizona Commission of Indian Affairs, this 1981-82 annual report reflects the Commission's efforts to improve communications, understanding and working relationships between tribes and state government to provide tribes with technical assistance. The report describes 22 projects completed during the year and lists 19 instances of technical assistance provided, as well as 3 publications, including a Tribal Directory. Named as highlights of the year are the commission appointments, the ninth Annual Indian Town Hall Conference on Indian self-determination and barriers to realization, the Commission's economic development business center proposal, and block grant program for Indian tribes. A financial report details allocation of the $124,000 1981-82 total appropriations. A profile of the Havasupai Tribe summarizes its historical background, culture, tribal government, tribal administration, community needs and concerns, economic development, employment and training, education, human resources, and health and social services. The report includes the Commission membership, a map locating Arizona Indian reservations, reservation population and acreage statistics, and commission meeting attendance records.(ERB)

ED 226 891 RC 013 866

Edington, Everett D.
Science and Mathematics Teachers' Needs In the Rural Schools. Written Testimony for United States Senate Budget Committee. Hearing Held in Las Cruces, New Mexico.
PUB DATE- 11 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Certification; *Labor Needs; *Mathematics Teachers; *Rural Schools; *Science Teachers; Small Schools; Teacher Education Programs; *Teacher Qualifications; *Teacher Shortage
IDENTIFIERS- *Generalists

Any program for the state, local, or federal levels designed to produce more math and science teachers should recognize the special needs of the small, rural, and isolated school. Rural teachers can expect generalized teaching assignments with a greater diversity of subject matter responsibilities than teachers in larger, urban settings. There is a tendency to retain the small, rural schools. We must develop programs and teachers that are qualified to teach in the rural settings. Whatever changes are made to accommodate the science program to local needs in the rural community, they must be consistent with good science and good education. Outside resources will have to be available to support rural teachers who wish to improve their teaching of mathematics and science. The science and mathematics education needs of 30% of our students living in rural America should not be neglected. If they are not to continue to be the poeple left behind, the funding programs and training programs must recognize the differences of the teachers going to the rural areas. (Author/BRR)

ED 226 531 EC 151 009

Final Report: Kansas Research Institute for the Early Childhood Education of the Handicapped.

Kansas Univ., Lawrence. Kansas Center for Research in Early Childho Education.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, D
PUB DATE- 30 Jun 82
GRANT- 300-77-0308
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Child Development; Demonstration Programs; *Disabilities; Early Childhood Education; *Exceptional Child Research; *Handicap Identification; *High Risk Persons; Infants; *Intervention; Student Evaluation; Young Children
IDENTIFIERS- Kansas Research Inst Early Child Educ Handicapped

The document describes research completed by the Kansas Research Institute for the Early Childhood Education of the Handicapped. The institute was designed to help improve identification and intervention methods with children at-risk for handicapping conditions. Activities in four areas of research are described. The first area, developmental guides to intervention, contains research related to the analysis of infant receptive language development an to motor development in infants and severely handicapped preschoolers. Ecological guides to intervention focuses on the child's interactions with parents, peers, instructional materials, and teacher. Assessment guides to intervention, the third area, emphasizes learning assessments of child skills. The final research area, integrative research parameters, outlines procedures for data management and synthesis of results across individual investigations. The report goes on to detail dissemination activities, training, organization and personnel patterns, and the impact of the institute on researchers, practitioners, parents, policymakers, and students. (Author/CL)

ED 226 564 EC 151 059

Dragoo, Mary Carol; And Others
Gifted Science Project. Final Report.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- 1 Aug 80
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTIONS- *Educational Resources; Elementary Education; Enrichment; *Gifted; Material Development; Microfiche; Program Descriptions; *Science Programs; Science Projects

The document contains the final report on the Gifted Science Project in Montgomery County, Maryland, a program to provide resources for gifted students in grades 3-8 who are motivated in science. The primary product is a microfiche file (the Project Resource File) listing people, places, and published materials that can be used by individual students. Twenty-seven chapters address such program components as: need for the grant, data storage, science project objectives, staffing, the Project Resource File, evaluation, preparation of the Project Resource File for microfiche, the Project Resource File: experience with users, recommendations for in-service training, identification of the gifted and talented, the final state of the Gifted Science Project, the future of the Gifted Science Project, and final recommendations. Appendixes which make up over half the document include a paper on the goals of education, a summary sheet on the Gifted Science Project, resource categories and examples in the Project Resource File, project objectives, and an example of a Project Resource File Index Sheet. (SW)

ED 226 612 FL 013 539

Orozco, Cecilio
The American Classroom Environments for Oral Language Acquisition.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bilingual Education Programs; Classroom Communication; Classroom Environment; Elementary Education; *English (Second Language); Learning Activities; *Oral Language; *Second Language Learning; *Spanish Speaking; Teacher Role; *Teaching Methods; Verba Development

The results of a series of three studies of classroom factors influencing English oral language development in Spanish speaking bilingual elementary students are reported. Teacher control of oral language practice, extra practice in oral language encoding for bilingual students, and similarities between the English proficiency scores of children in bilingual and regular programs were investigated through observation of children in bilingual and regular classrooms. The findings supported the hypothesis that bilingual children in bilingual classrooms would not differ significantly from those in non-bilingual classrooms in regard to oral language skills. Children are learning or failing to learn the same quantity of language in all elementary programs because teachers do not direct oral encoding. Methodologies used in bilingual programs were not found to be unique to bilingual education. A need for new language teaching methods for bilingual classrooms is indicated. Sixteen learning activities are suggested as a means of promoting oral language development by intensifying language learning environments in the classroom and the home. (RW)

ED 226 655 HE 015 923

Davis, Jacqueline D., Ed.; Young, Robert E., Ed.

Faculty Development Programs in Minnesota, North Dakota, and South Dakota.

North Dakota Univ., Grand Forks. Office of Instructional Development.
SPONS. AGENCY- Bush Foundation, St. Paul, Minn.
PUB DATE- Jan 82
AVAILABLE FROM- University of North Dakota, Office of Instructional Development, Box 8161, University Station, Grand Forks, ND 58202.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Faculty; *College Instruction; College Students; Curriculum Development; *Faculty Development; Higher Education; *Instructional Improvement; Program Evaluation; Publications; Research Projects; Scholarship; Undergraduate Study
IDENTIFIERS- *Minnesota; North Dakota; *South Dakota

Faculty development programs in Minnesota, South Dakota, and North Dakota, which were funded by the Bush Foundation, are described. Activities include advising, curriculum development and course review, department reviews, grants, humanistic studies, internships and interdisciplinary teaching, journals, leave supplements, master teachers, newsletters, overseas apprenticeships, research, retreats and retraining, travel, and workshops. All these activities are directed to improving undergraduate education. The Bush Foundation's support of faculty development and undergraduate education is also summarized. Program goals, strategies, and personnel are presented for the following schools: Augsburg College, Augustana College, Bethel College, Carleton College, College of Saint Catherine, College of St. Scholastica, College of Saint Teresa, College of St. Thomas, Concordia College, Dakota Wesleyan University, Dakota Writing Project (Northern State College), Gustavus Adolphus College, Hamline University, Macalester College, Mary College, Minnesota State University System, Mount Marty College, North Dakota University, Saint John's University, Saint Olaf College, University of Minnesota, and University of North Dakota. (SW)

ED 226 670 HE 015 938

Kentucky Nursing Education Project: Final Report and Recommendations
Kentucky State Council on Higher Education, Frankfort.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 82
AVAILABLE FROM- Kentucky State Council on Higher Education, W. Frankfort Office Complex, U.S. Rt. 127 S. Highway, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Educational Planning; *Employment Patterns; Higher Education; Job Skills; Labor Demands; *Labor Supply; Nurses; *Nursing Education; Occupational Surveys; Program Evaluation; *Statewide Planning
IDENTIFIERS- *Kentucky Nursing Education Project

The process, activities, and outcomes of a plan for the development, implementation, and evaluation of a statewide coordinated system for nursing education in Kentucky are described. The background and objectives of the 5-year Kentucky Nursing Education Project are discussed, along with the following project components: organizational base, assessment of educational resources and nursing manpower resources, projections of nursing manpower needs and resources, educational planning, educational development, and project evaluation. The studies are summarized in terms of their purpose, process, and major findings. Data generated through project activities facilitated educational planning, including review/approval of ongoing and new programs and degrees. Nursing conferences were also held to share information and expand the communication network, which are integral parts of educational planning. Educationel development was facilitated by mini-grants to schools of nursing, identification of continuing education needs, and a delineation study of nursing that specified nursing competencies. Recommendations based on the findings of the various studies are included. (SW)

ED 226 684 HE 015 952

Moore, Colleen A.
Accreditation of Higher Education: The Case of NCATE.
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Standards; Accountability; *Accreditation (Institutions); *Accrediting Agencies; College Programs; Economic Factors; Graduate Study; Higher Education; *Institutional Evaluation; Political Influences; Program Evaluation; *Teacher Education; Undergraduate Study
IDENTIFIERS- *National Council for Accreditation of Teacher Educ

The history of institutional accreditation and the standards of the National Council for Accreditation of Teacher Education (NCATE) are discussed. The societal and related economic and political reasons for the evolution of accreditation in its present form are addressed, since accreditation is related to prestige, political influences, consumer protection, and program and professional improvement. NCATE, a professional accrediting agency, is responsible for accrediting 550 of the total 1,367 state-approved teacher education programs. The 18 educational associations that support NCATE are listed. The key element of the teacher education accreditation process is NCATE's standards, which are outlined separately for undergraduate and graduate programs. The overall areas of evaluation are as follows: governance, curricula, faculty, students, resources and facilities, evaluation, program review, and planning. The accreditation process involves both the measurement of the institutional program and evaluation of the measurements based on the NCATE standards. Attention is also directed to the views of critics and proponents regarding NCATE accreditation. Finally, the question of universal accreditation is considered, since existing accrediting agencies are voluntary. (SW)

ED 226 698　　IR 010 575

Edwards, Sheryl E.
Use of Microcomputers at the Junior College Level in the Teaching of Mathematics.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Algebra; Calculus; *Computer Assisted Instruction; *Computer Programs; Literature Reviews; *Mathematics Education; *Programed Instructional Materials; Trigonometry; Two Year Colleges; *Use Studies

This report includes a general overview of the literature on computer use at the two-year college level and in specific academic disciplines, and a description of the development of a computer assisted instruction (CAI) program in linear algebra. The literature review was based on articles from journals, Dissertation Abstracts International, a computer search of ERIC, and inquiries to people using CAI. Materials are grouped by mathematical subject (pre-calculus, algebra, trigonometry, calculus, finite mathematics, and linear algebra) and computer uses for each are described in the areas of placement/diagnostic testing, drill and practice, demonstrations, tutorials, problem-solving, or simulations, with programs oriented towards drill and practice the most numerous. A rationale for the choice of topic for developing a CAI program points out the lack of programs available in linear algebra problem-solving, and the development of an interactive, goal-oriented, problem-solving program for linear algebra is documented. Programmed on a Compucolor II microcomputer, it demonstrates the linear transformations of rotation, dilation, and reflection on the two-dimensional plane in the form of a user challenge. Information given includes the underlying principles, a program overview, a modular flow chart, and specific user instructions (preliminaries, running the program, examples and explanations, and mathematical concepts). A 9-page bibliography is provided. (LMM)

ED 226 712 IR 010 592

Beck, John J., Jr.
Extent of Computer Usage in Secondary Schools: The Texas Story.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Computer Assisted Instruction; *Computer Literacy, Computer Oriented Programs; *Computers; *Principals; Questionnaires; School Administration; School Surveys; Secondary Education; *Secondary Schools; *Use Studies
IDENTIFIERS- *Texas

Questionnaires designed to determine the extent of computer usage in secondary schools in Texas and the level of commitment to this usage by teachers, principals, and campuses were mailed to 1.950 principals. Results based on the 1,191 30-item forms returned indicate that computer usage generally increases with campus size. Principals of schools that were using computers felt more strongly about the need for computer literacy for all high school graduates than principals of schools where computers were not used, with agreement positively related to district size. A similar trend was found in principals' reporting of their own level of computer literacy. While 62 percent of all schools reported computer use, the number of computers per campus was relatively small. Current usage emphasizes math and computer programming, however, other computer uses in instruction are increasing, with users reporting a strong tendency to purchase machine-ready software. Over 70 percent of all schools using computers for instruction had begun such use within the preceding 3 years. Cost is a primary inhibiting factor for computer use, and little campus-wide commitment currently exists for computer usage. The survey form used and 21 data tables are appended. (LMM)

ED 226 727 IR 010 608

Hofstetter, Fred T.
Synopsis of the University of Delaware's Office of Computer-Based Instruction.
PUB DATE- 21 Jul 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Oriented Programs; *Demonstration Programs; Educational Objectives; Higher Education; Models; *Program Administration; *Program Descriptions
IDENTIFIERS- PLATO; *University of Delaware

This brief paper presents background information and a description of the organizational structure and educational objectives of the Office of Computer-Based Instruction, formerly the Delaware PLATO project, whose name was changed to reflect the University's ongoing commitment to providing leadership in educational computing following the completion of the initial project phase. The first section describes the implementation of the PLATO system at the University of Delaware, the materials available, the grants and contracts which have involved use of the system, research applications by faculty, and possible future directions. The organizational structure summarized and depicted in chart form proved to be a highly effective way of managing a computer-based educational project and will continue as the model for project management in the current office. Finally, the nine overall objectives of the office, which reflect the philosophy and purpose of the office and provide a context for the objectives of each project undertaken, are listed. The effects which these objectives have on the educational goals of the university as a whole are discussed where applicable. A table lists faculty project leaders. (LMM)

ED 226 757 IR 050 126

Siess, Judith A.
Information Needs and Information-Gathering Behavior of Research Engineers.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Engineers; *Information Needs; *Information Seeking; *Information Sources; Online Systems; Publications; Reference Services; Research and Development Centers; *Research Libraries; *Special Libraries; User Satisfaction (Information)
IDENTIFIERS- Library Users

Research into both the information needs of engineers engaged in research and development, and the means chosen by engineers to fulfill their information needs are summarized in this condensation of a Master's thesis. Parallel questionnaires were administered in 1981 to 78 engineers at the U.S. Army Corps of Engineers Construction Engineering Research Laboratory (CERL) and to 64 academic scientists in the Department of Civil Engineering at the University of Illinois at Urbana-Champaign. Response rates of 78 and 50 percent respectively were achieved. Questions dealt with types of information needed; sources of information used; utilization of personal resource collections; frequency of use of online searching, reference services, and libraries; and satisfaction with available library collections. Only a portion of the research results are outlined in this publication. It is reported that eight sources of information were found to be commonly used by engineers: books, research journals, colleagues, personal resource collections, regular reading of the literature, technical reports, personal research records, and knowledge transmitted at conferences or meetings. It is also noted that engineering libraries were the primary source for all types of information needs but that the use of library reference staff was significantly lower than use of libraries. A 19-item bibliography is provided. (Author/ESR)

Thor, Linda
Serving and Retraining Displaced Workers in California Community Colleges.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- *College Role; Community Colleges; Community Coordination; Federal Legislation; Financial Support; *Job Layoff; Job Training; *Reentry Workers; *Retraining; State Legislation; Two Year Colleges; *Unemployment
IDENTIFIERS- *California

In spite of funding constraints and legislatively mandated growth caps, the California community colleges, as the major provider of occupational education in the state, must play a significant role in serving and retraining workers displaced by plant shutdowns and mass layoffs. In response to these problems, a study was conducted to identify the sources of funding, linkages, and legislation that community colleges can draw upon in providing services and programs to meet the unique needs and problems of displaced workers. Interviews with state and local officials and a review of the literature revealed that: (1) the typical displaced worker differs substantially from most unemployed Americans, being older, less educated, more experienced, accustomed to higher earnings, and less likely to have had recent job search experience; (2) displaced workers need counseling, job search assistance, retraining, income assistance, psychological support, and information on available resources; (3) programs for these workers should be flexible, use existing resources, maintain linkages with industry and labor, and provide comprehensive services; (4) important linkages for community colleges include the California Economic Adjustment Team, the Employment Development Department, and local community task forces; and (5) recent legislation can help to implement and support displaced worker programs. Recommendations and a selected bibliography are included in the study report. (DAB)

ED 226 547 EC 151 026

Tollefson, Nona
Parental Strategies for Reducing Learned Helpless Behavior among L
Students.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (1
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)
DESCRIPTIONS- Achievement; *Attribution Theory; *Helplessness;
*Learning Disabilities; *Locus of Control; Parent Child
Relationship; *Parent Role; *Responsibility; Self Concept; Studen
Educational Objectives

A reformulated theory of learned helplessness posits that helplessness may be the outcome of a learning disabled (LD) student's belief of personal or universal helplessness. Motivational, cognitive, and emotional deficits may result. Resear on locus of control and persistence as well as on the contrast between mastery (achievement)-oriented behavior and learned helple behavior indicates that successful, achievement-oriented students take personal responsibility for success rather than ascribing it external forces. They can account for failure while still maintaining high expectations. Parents can help their learning disabled children decrease their helpless behavior by following a three step program: helping to set realistic achievement goals; helping to develop a plan to achieve the goals; and teaching the child to accept personal responsibility for success or failure by attributing the outcome to effort. (CL)

ED 226 581 FL 013 475

McLean, Leslie D.; And Others
Cultural Ambassadors: Monitors in Core-French Classes. Informal Series/48.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Canadian Council of Ministers of Education, Toronto (Ontario).; Department of the Secretary of State, Ottawa (Ontario).
REPORT NO.- ISBN-0-7744-5060-6
PUB DATE- 83
AVAILABLE FROM- OISE Press, 252 Bloor St. West, Toronto, Ontario M5S 1V6, Canada ($10.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bilingual Students; *Cultural Awareness; Elementary Secondary Education; *Fles; *French; Language Attitudes; *Language Skills; Learning Experience; Official Languages; *Program Evaluation; Second Language Learning; Student Attitudes; Student Evaluation; *Teacher Aides
IDENTIFIERS- *Canada

Beginning core-French students who had contact with part-time French monitors and students who did not were compared in five Canadian provinces in 1979-1980 as part of an evaluation of the Second Language Monitor Program. Twenty-eight schools and 56 classes were studied in Saskatchewan, Prince Edward Island, and Nova Scotia, along with 5 schools and 10 classes in Manitoba and Ontario. Half of the sample had monitors for the grades 5 through 9 French classes, which were primarily first or second-year studies. Each student was interviewed for about 30 minutes in both French and English, and a standardized test of French listening comprehension was administered to determine speaking and listening competence, cultural knowledge, quantity and quality of experiences in French class, and attitude toward learning French. Students who had monitor contact reported many more experiences in French class, and their experiences were judged of higher quality than those of control students. While monitors did not appear to provide experiences that increase competence in any conventional way, it is concluded that they add desirable and unique cultural elements. The English and French interview questionnaires and student background information questionnaire are appended, along with a checklist and instructions for interviewers and a classroom observation coding scheme. (SW)

ED 226 799 JC 830 102

Tebo, Jack; Dallet, Patrick
Student Financial Aid in Florida. Final Report and Recommendations.
Florida State Dept. of Education, Tallahassee.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- College Students; Community Colleges; Educational Legislation; *Financial Aid Applicants; Postsecondary Education; State Legislation; *Statewide Planning; Student Costs; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- *Florida

In response to a 1982 directive by the Florida Legislature, the State Department of Education conducted a comprehensive study of financial assistance programs available to the state's postsecondary education students. The study sought to establish goals for student aid programs which would promote maximum effectiveness of state funding; to determine the extent to which existing programs meet student financial needs and postsecondary costs; and to identify alternative ways through which existing programs and resources could meet the needs of students, their families, and educational institutions. The study design involved a description of the state postsecondary system and its future needs; a historic profile of financial aid applicants and the type and amount of awards granted; an examination of aid programs available; a description of an ideal or desired aid policy; and the identification of possible changes in the existing system. An examination of student and college records, a survey of high school seniors, and interviews with college personnel and students led to 24 recommendations, including that: (1) the existing statutory aid policy should be maintained with modifications; (2) a minimum grade point average of 2.0 should be required for financial aid; and (3) community colleges should be permitted to levy an additional student fee for financial aid purposes. Data on sources of aid, recipient characteristics, student costs, aid awards, sector enrollments and national comparisons, and funding options simulations are appended. (HB)

PS

ED 226 813 PS 013 067

Fischer, Kurt W.; And Others
Putting the Child into Socialization: The Development of Social Categories in Preschool Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-78-0008
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Classification; *Cognitive Development; Competence; Cultural Influences; Developmental Stages; Nature Nurture Controversy; Performance; *Preschool Children; Preschool Education; *Role Perception; *Social Cognition; *Socialization; Stereotypes
IDENTIFIERS- Context Effect; Scripts (Knowledge Structures)

In developing understanding of social roles, preschool children proceed from an initial awareness of single behavioral categories to the ability to comprehend, first, simple relationships between categories, and second, complex systems of categories. At each developmental level, children show characteristic modes of distortion when faced with situations requiring skills more advanced than they possess. At the level of understanding single behavioral categories, preschool children demonstrate the process of "globbing," in which several categories are mixed. At the level of comprehending simple relationships between categories, preschool children's behavior is characterized by stereotyping based on social evaluations of categories. With respect to the level at which complex systems of categories are understood, typical distortions involve rigid or literal adherence to particulars of a social rule or category. However, it is important not to misinterpret this developmental sequence. Children do not show the same level across all situations; the degree of structure or support provided by the immediate context influences the expression of children's awareness of social categories in the same general situation. In addition, the degree of disparity between developmental levels shown in spontaneous contexts seems to increase in the late preschool years. (RH)

ED 226 845 PS 013 383

Schmitz, Dolores J.
The Design and Implementation of Forty Manipulative Tasks to Develo
Cooperation in a Kindergarten Class at Palmer School.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Aggression; *Behavior Change; Cooperation; Early Childhood Education; *Interpersonal Competence; Intervention; *Kindergarten Children; Observation; *Peer Relationship

Described in this report are the design and implementation of manipulative tasks developed to decrease the number of aggressive acts among kindergarten children during play time. A total of 17 kindergarten boys and girls randomly selected from three kindergarten classes were observed once a week over a period of 6 weeks by two observers recording aggressive acts as they were committed by the children. Subjects were then assigned to daily treatment sessions of 5 to 15 minutes for a period of 2 weeks. During treatment sessions children were asked to complete several tasks, each requiring two children to work together toward task completion. Data obtained from posttreatment observations and from the subjects' teachers indicated a decrease in the number of children being aggressive, a decrease in the maximum number of aggressive acts per child, and an increase in the number of childre taking no aggressive actions. (MP)

ED 226 906 RC 013 881

Wimberly, Ronald C., Comp.
Rural Sociology in the South: 1982. Proceedings of the Rural Sociology Section of the Southern Association of Agricultural Scientists (Orlando, Florida, February 7-10, 1982).
North Carolina State Univ., Raleigh. Dept. of Sociology and Anthropology.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Agriculture; Area Studies; Change; *Community Change; Community Influence; *Crime; Delivery Systems; *Demography; Ecology; *Educational Attainment; Education Work Relationship; Futures (of Society); Higher Education; Home Economics Teachers; Job Satisfaction; Land Use; Parent Student Relationship; Part Time Farmers; Research Methodology; *Rural Areas; Teacher Supply and Demand
IDENTIFIERS- Impact; *Rural Sociology; *United States (South)

A total of 33 papers are collected for dissemination to other sociologists and graduate/undergraduate students, and represent the broad thrusts southern sociology brings to bear on rural and agricultural problems. The seven sessions are entitled: The Sociology of Agriculture (three papers); The Sociology of Communities (six papers); Social Change (seven papers); Rural Crime (five papers); Demographic Changes (five papers); Education, Aspirations, and Employment (four papers); and Land and Farm Resources (three papers). The papers in the Education section include: The Effects of Two Generations of Status Attainments on Educational Aspirations for Offsprings; Completing College and the Quality of Employment--A Look at the Costs of Dropping Out; A Comparative Analysis of Job Satisfaction Among Ecologically-Oriented Occupational Groups; and Present and Future Supply and Demand of Home Economics Instructors in Higher Education. The final portion of the document contains the minutes of the 1982 business meeting, a copy of the program of the Rural Sociology Section of the 79th Annual Convention of the Southern Association of Agricultural Scientists, a directory of participants and attenders of the 1982 meeting, operations procedures for the Rural Sociology Section, and a brief history of the Rural Sociology Section prepared by C. L. Cleland. (BRR)

ED 226 922 RC 013 898

Vanden Dries, Aileen

Indian Education Comprehensive Program. End of Year Report, Fiscal Year 1982.

Clark County School District, Las Vegas, Nev.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; *American Indian Education; Career Guidance; Cultural Activities; Elementary Secondary Education; Mathematics Achievement; *Parent Participation; *Post High School Guidance; Reading Achievement; Reading Skills; Records (Forms); *Tutorial Programs
IDENTIFIERS- *Clark County School District NV

Presented is a description of services provided by the Indian Education Program of Clark County School District (Nevada) to approximately 475 American Indian students and their parents. Program objectives for the 1981-82 school year included: third and sixth grade students receiving tutorial services will increase their reading and math skills to meet State competency standards; second through sixth grade students receiving tutorial services will increase their reading and/or math skills to approach District means; 80% of eleventh and twelfth grade students receiving career guidance and counseling services will demonstrate career and/or continuing education goals; parents participating in parent and/or parent/student activities will respond favorably to program activities; and seventh through ninth grade students receiving tutorial services will increase reading and/or math skills to show gains of one or more grade equivalents. Each of the five objectives is described in detail outlining activities in obtaining the objective, an evaluation of the process, and results. Appendices contain program forms, test results, the Vocational Interest Inventory, student counseling evaluation form and results, cultural activities calendar and participants, parent evaluation form, and parent contact information form. (ERB)

Children's English and Services Study. Educational Needs Assessment for Language Minority Children With Limited English Proficiency.
InterAmerica Research Associates, Rosslyn, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
REPORT NO.- ISBN-0-89763-088-2
PUB DATE- 82
CONTRACT- NIE-400-80-0040
AVAILABLE FROM- InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1555 Wilson Blvd., Suite 60
Rosslyn, VA 22209 ($13.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Bilingual Education; Children; *Educational Needs; Elementary Education; English (Second Language
Language Proficiency; *Limited English Speaking; *Minority Group Children; National Surveys; Needs Assessment; Second Language Instruction

The background, methodology, and results of the Children's English and Services Study, a national investigation of educational needs and services of language minority students of limited English proficiency, are reported. This volume provides information on educational needs and services for the target population, while an earlier volume reports that estimated numbers of limited English proficient students between the ages of 5 and 14. A test of English skills was constructed to establish limited English proficiency and criteria were formulated to define minimum acceptable services for language minority students. Characteristics of instruction for limited English proficient students, the proportion of the target population receiving bilingual or other special language services, the extent to which criteria were met by available services, and the unmet educational needs of language minority children are reported. Among the findings, it was concluded that (1) one third of all limited English proficient children are served by some form of special language instruction, (2) federal and state support is effectively targeted on those most in need, and (3) the types of bilingual education provided though government support do not focus on language maintenance. Included in the appendices are a discussion of survey design and data collection, the pupil survey questionnaire, and an executive summary of the first volume. (RW)

ED 226 627 HE 015 560

Spruill, Warren H.
A-110: Do We Need Another Audit Guide?
National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE- Feb 82
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 (1-9 copies free; 10 or more copies, $.25 a copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTIONS- *Accountability; Agency Role; *Compliance (Legal); Federal Aid; Federal Government; *Federal Regulation; Government Role; Government School Relationship; Guidelines; Higher Education; Program Evaluation; *School Accounting; Standards; Student Financial Aid
IDENTIFIERS- *Audits; Department of Health and Human Services; OMB Circular A110; Sponsored Research

Implications for colleges and universities of a proposed new audit guide for Office of Management and the Budget (OMB) Circular A-110 are considered. The Department of Health and Human Services (HHS) is considering issuance of an audit guide that will outline procedures to be followed to comply with the audit requirement in Circular A-110. With such a guide, HHS audit work previously done by the agency might be shifted to colleges and universities. It is suggested that although HHS officials initially assured auditors they would be able to exercise professional judgment in conducting the student financial aid audits, experience to date has indicated the opposite. Many regional audit agencies are treating these guides as if they were law and have required compliance with every detailed step. It is claimed that a balance between quality and cost effectiveness is needed. One way to assure some degree of equity among institutions is to relate the percentage of resources spent on A-110 audits to sponsored research volume. It is proposed that under ideal circumstances an audit guide would: be under the auspices of OMB; with the audit procedure, be voluntary; completely satisfy A-110 requirements; not be subject to frequent changes; allow the accountants or state auditors to exercise judgment in the selection of areas to evaluate and to determine the extent of testing necessary in the circumstances; and permit internal audit departments with a high level of independence to do A-110 audits. Developments since 1976 that pertain to audits of higher education institutions are also traced. (SW)

ED 226 641 HE 015 897

Rules and Regulations of the Coordinating Board, Texas College and University System. Chapter 5. Program Development. Revised.
Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 1 Sep 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Articulation (Education); Bachelors Degrees; *College Programs; *Community Colleges; *Degrees (Academic); Doctoral Degrees; Extension Education; Grants; Higher Education; Masters Degrees; Multicampus Colleges; Private Colleges; *Program Development; Public Education; *State Colleges; *State Standards; Telecourses; Upper Division Colleges
IDENTIFIERS- *Texas

Program development rules and regulations for Texas state colleges and universities are presented, including criteria for approval for new degrees at the baccalaureate, master's, and doctoral levels. Attention is also directed to: request for new academic degree programs and administrative changes; approval of less-than-baccalaureate programs in senior institutions; approval of off-campus and out-of-district instruction for public colleges and universities; approval of academic courses for state appropriations to public community colleges; open-circuit television courses offered for credit by public higher education institutions; private degree-granting institutions operating in Texas; operation of off-campus educational units of public senior colleges and universities; approval and operation of community/junior college branch campuses; guidelines on approval of course inventories for public senior institutions; and offering small classes by public senior colleges and universities. In addition, information is presented on grants for community service programs, uniform grade-point calculation for graduate and professional schools, and transfer curricula for public junior/community colleges. Degree terminology is also included. (SW)

ED 226 829 PS 013 364

Borman, Kathryn M.; Gesterkamp, Ellen
Girls Who Play Boys' Games, Girls Who Play Girls' Games, Girls Who Don't Play at All.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
GRANT- NIE-G-79-0123
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Childrens Games; Difficulty Level; Elementary Education; Elementary School Students; *Females; Followup Studies; Interviews; Observation; *Occupational Aspiration; *Play; Questionnaires; *Sex Bias; Sex Differences; *Socialization; Surveys

A male bias in United States society persists in that power, competitiveness, and rational planning are rewarded while nurturing, cooperation, and intimacy are devalued. This pattern of societal "reinforcement" severely penalizes women. Social learning in childhood, particularly in games, much like on-the-job training in adulthood, has important outcomes in allowing access to privileged occupational positions. To explore such theses, a study was made of informal interaction during recess in three diverse school settings in the Cincinnati metropolitan area. The major purpose of the study was to investigate, in third and sixth graders, differences in reported and observed rates of participation in highly complex playground games. Consistent with previous related research, findings showed that boys participated in complex games more than did girls. Two years following the playground study, 287 of the original group of 400 children were located and a survey of the children's occupational interests was taken, using the Project Talent Interest Inventory. Subsequently, a series of interviews was conducted with eight ninth-grade girls from the initial study's older cohort. Tentative conclusions were reached concerning the association between girls' earlier participation in playground activities and their current academic progress and occupational plans. (The interview questionnaire is appended.) (RH)

ED 226 861 PS 013 406

Allen, K. Eileen
Programs for the Young Handicapped Child: A Policy Perspective.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockvill Md.
PUB DATE- 82
GRANT- MH-20410; USOE-300-77-0308
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Disabilities; *Federal Legislation; *Identification; *Intervention; Political Issues; Position Papers; *Preschool Children; Preschool Education; Public Policy; *Special Education
IDENTIFIERS- *Early Intervention

Forces providing impetus for compensatory early education--namely the civil rights movement and the shattering of the predeterministi credo of the fixed intelligence quotient--have also worked in behal of the handicapped. But for the handicapped one additional force ha also been in operation: parents and citizens organized into political action groups. As a result of parent efforts, several Congresses enacted legislation that has altered the lives of many young children and their families. Important legislation focusing specifically on young children includes Public Laws 88-164, 89-750, 90-538, 91-230, 91-517, 92-924, 93-247, and 94-142. Each of these laws has made an important contribution to the education of the handicapped. Still, even in the best of times, less than half of th children needing special services have been helped. Crucial issues bearing on handicapped children and early intervention remain to be addressed: (1) identifying types of children most responsive to early intervention programs, (2) determining which of the many earl intervention programs and curriculum models is most effective, (3) determining what measures provide the most important indices of change, (4) identifying cost-effective service delivery models, and (5) deciding the best form of family involvement. Issues such as these are unlikely to be adequately addressed by "seat-of-the-pants attempts at improvement. (RH)

ED 226 877 RC 013 833

Trueba, Henry T., Ed.; And Others
Culture and the Bilingual Classroom: Studies in Classroom Ethnography.
Illinois Univ., Urbana. Midwest Organization for Materials Development.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
REPORT NO.- ISBN-0-88377-182-9
PUB DATE- 81
AVAILABLE FROM- Newbury House Publishers, Inc., 68 Middle Road, Rowley, MA, 01969 ($15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Books (010)
DESCRIPTIONS- American Indians; *Bilingual Education; Blacks; *Classroom Research; *Cultural Awareness; *Cultural Context; Cultural Differences; Cultural Pluralism; Educational Anthropology; Elementary Education; Ethnic Groups; Ethnography; Hawaiians; Mexican Americans; Puerto Ricans; Reading Readiness; School Community Relationship; Sociolinguistics; Student Participation; Student Teacher Relationship; Teaching Styles; Verbal Communication
IDENTIFIERS- Ethnographic Monitoring

The 13 papers are grouped into 2 sections: "General Theoretical and Methodological Issues," and "Microethnographic Studies of Minority Culture Children in the Classroom." Section I includes five papers which cover the following topics: approaches to inquiry in school-community ethnography which are qualitative, yet quantitative; the validity and importance of ethnography for bilingual education; ethnographic monitoring; culturally responsive education; ethnography as a way to achieve Lau Remedies II; and the collaborative relationship of the teacher and researcher in classroom research. Section II includes eight papers, grouped according to the population under investigation: Native Americans, Hawaiian Americans, Mexican Americans, Black Americans, and Puerto Rican Americans. The following topics are covered: cultural differences in the way an Odawa Indian teacher and a non-Indian teacher organize participation structures in the classroom; the social organization of behavior in getting ready for reading in an Alaskan Athabaskan classroom; a culturally responsive solution to teaching reading to Hawaiian children; ethnographic monitoring and awareness of a Chicano student's performance; the public schools, management systems, and minority students; use of metaphrasing by Black and White eighth grade students to structure classroom participation; social contexts for ethnic borders and school failure; and the potential contributions of anthropology to educational research. (NQA)

ED 226 892 RC 013 867

Letteri, Charles A.; Kuntz, Susan W.
Cognitive Profiles: Examining Self-Planned Learning and Thinking Styles.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Aptitude; *Adult Education; Case Studies; *Cognitive Processes; *Cognitive Style; Delivery Systems; Independent Study; Learning Theories; *Profiles; *Rural Population
IDENTIFIERS- Center for Cognitive Studies VT

Cognitive profile analysis of 14 rural case studies follows precisely the distribution curve found in comparison groups, in terms of the number of adults falling into each of three profile types. Regardless of age, approximately 10% are found in Type 1 and 3 categories and 80% within the Type 2 profile category (Type 1 is significantly associated with high achievement levels in academic performance, Type 2 is significantly associated with average academic performance, and Type 3 is significantly associated with low achievement levels). Given opportunity for academic experiences, these rural adults would perform as well as any other group of students in terms of achievement. Among several factors which must be taken into consideration for an adult population in general and a rural population in particular are: any assumption that adults are not capable of profiting from formal educational settings is fallacious, except for that approximately 10% of the population whose cognitive profiles militate against achievement; and, for the rural adult population, regardless of the content, mode of presentation, or level of sophistication, the information must be brought to these students in their local communities and at times which do not severely disrupt their normal daily activities. Three profile examples are included. (BRR)

ED 226 516 EA 015 476

Enrolments in Australian Schools.

Australian Education Council, Melbourne.

REPORT NO.- ISBN-0-642-88689-X
PUB DATE- 82
AVAILABLE FROM- Publications, Australian Government Publishing Service, P.O. Box 84, Canberra, A.C.T. 2606, Australia ($3.00 Australian).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Secondary Education; *Enrollment Trends; Foreign Countries; Graphs; Population Trends; Private Schools; Public Schools; Tables (Data); Trend Analysis
IDENTIFIERS- *Australia

Compiled in 1982, this study looked at enrollment patterns in Australian schools since the early 1960's. Data are presented by state and territory and for the nation as a whole. The tables and diagrams indicate great diversity in patterns, but there are several consistent trends. Enrollments in nongovernment (private) schools have increased steadily throughout the past 20 years. Enrollment increases have been smaller in the government public school sector, with absolute decreases in total government enrollments in 1979 and 1980, though 1981 enrollment again increased. The proportion of students attending nongovernment schools declined from 1963 to 1977 but since then has been increasing. (Author/JM)

ED 226 565 EC 151 060

Ott, Susan L.; Emanuel, Elizabeth, Ed.
Gifted Science Project: Evaluation Report.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- 1 Aug 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests,
Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Educational Resources; Elementary Education;
Enrichment; *Gifted; *Instructional Materials; Material Development;
Microfiche; Program Evaluation; *Science Programs

The document contains the evaluation report on the Gifted Science Project in Montgomery County, Maryland, a program to identify resources for students in grades 3-8 who are motivated in science. The Project's primary product is a Project Resource File (PRF) listing people, places, and published materials that can be used by individual students. An introductory chapter provides a general overview, and descriptions of the Project Resource File, evaluation objectives, the sample population, and evaluation instruments and methodology. Chapter II notes that results of the utilization study indicate the PRF offered students possibilities not previously available. Subsequent chapters cover recommendations for program revisions, PRF revisions, development of instructional and enrichment objectives, cost analysis, and a program summary. Tables, additional information and sample forms make up at least half the document. (SW)

ED 226 613 FL 013 543

Trosborg, Anna

The Acquisition of Some Complex Syntactic Structures in L1 and L2 Learners (Easy to See, Promise, Ask/Tell).

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Children; English (Second Language); Language Acquisition; Language Research; *Second Language Learning; *Syntax; Verbal Development
IDENTIFIERS- *Danish; Denmark

The existence of a developmental sequence for the acquisition of specific complex syntactic structures in English was investigated through an analysis of eight studies of Danish subjects. The studies involved Danish speaking subjects acquiring English as a second language at ages 7-10, 13, and 18. The evidence from these studies demonstrate a developmental sequence of linguistic stages with each of the structures acquired in sequential order. General syntactic principles are at work despite the different learning situations and learner skills. Gradual development, degrees of understanding, and the importance of contextual and interpersonal cues must be considered when evaluating variations in comprehension. The distinction between conceptual development and the mastery of the syntactic rules studied is discussed. Performance strategies relying on syntactic/semantic cues varying according to experimental setup and developmental stage are noted. (RW)

ED 226 656 HE 015 924

Snortland, Robert K.

An Individualized Teaching Approach: "Audio-Tutorial." College Teaching Monograph.

North Dakota Univ., Grand Forks. Office of Instructional Development.
PUB DATE- 82
AVAILABLE FROM- North Dakota University, Office of Instructional Development, Box 8161, University Station, Grand Forks, ND 58202.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Audiovisual Aids; *Autoinstructional Aids; *College Instruction; Comparative Analysis; *Engineering Graphics; *Flexible Scheduling; Higher Education; *Individualized Instruction; Institutional Research; Learning Laboratories; Nontraditional Education; Student Attitudes; Teaching Methods; Time Factors (Learning)
IDENTIFIERS- *University of North Dakota

The use of the audio-tutorial (A-T) individualized teaching approach at the University of North Dakota is described. This approach, which was based on the work of S. N. Postlethwait and the philosophy of B. F. Skinner and Benjamin Bloom, attempts to match an instructional strategy with the needs of the learners. The modified A-T graphics approach was designed to increase scheduling flexibility, reduce learning time, allow for individual differences, and reduce costs. The effectiveness of the A-T approach in basic engineering graphics was compared to the traditional lecture-lab (L-L) approach. The A-T group consisted of 84 students, mainly new freshmen majoring in engineering. While the course content was identical, the L-L approach was more structured. Students' attitudes about the approaches were determined by pre- and post-tests. Competitiveness, procrastination, attrition, and performance were assessed. Findings include the following: students with previous drawing and visualization experience benefited most from the individualized approach; the A-T approach resulted in significant work-time savings for students; and many A-T students could not master the additional self-discipline required to maintain a steady pace. (SW)

ED 226 671 HE 015 939

Study of Nursing Manpower Requirements and Resources in Kentucky, 1981 and 1985. Kentucky Nursing Education Project.

Kentucky State Council on Higher Education, Frankfort.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jul 82
AVAILABLE FROM- Kentucky State Council on Higher Education, W. Frankfort Office Complex, U.S. Rt. 127 S. Highway, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Employment Projections; Glossaries; Health Facilities; Health Services; Higher Education; *Labor Demands; *Labor Supply; *Nurses; *Nursing Education; Occupational Surveys; *Statewide Planning
IDENTIFIERS- Kentucky; *Kentucky Nursing Education Project

The Kentucky Nursing Manpower Requirements and Resources Study (1981 and 1985) is one segment of a nursing project designed to develop a coordinated statewide system of nursing education in Kentucky. The study determined the number and types of nurses needed and compared current and anticipated nursing manpower supply and demand. Calculations of nursing manpower requirements were based on a modification of the Nursing Manpower Requirements Model of the Western Interstate Commission on Higher Education. In addition to identifying components of the model and assumptions about Kentucky's health care system, background information on Kentucky's demographic trends, regional planning, health care facilities, and nursing programs is presented. The model includes client population estimates, facilities data, staffing ratios, educational vectors, and criteria for the different types of nursing staff. In addition, a model for nursing manpower resources includes nurse licensure, nurse graduations, and a methodology for projecting nursing manpower supply. Study findings and recommendations and the following appended materials are included: a list of types and locations of nursing programs in 1981; staff ratio calculations; a list of criteria for nursing staffing and registered nurse educational preparation; and a glossary. (SW)

ED 226 685 HE 015 953

Oversight on College Endowments. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. Ninety-Seventh Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 22 Apr 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Access to Education; Banking; *Black Colleges; Capital; *Educational Finance; Eligibility; *Endowment Funds; Financial Aid Applicants; *Financial Problems; Financial Services; Hearings; *Higher Education; Money Management; Private Colleges; Retrenchment; Student Loan Programs
IDENTIFIERS- Brandeis University MA; Congress 97th; Hood College MD

Hearings of the Committee on Education and Labor on the status of college endowments are presented. Attention is focused on the private resources colleges and universities may have to fall back on during this period of reduced federal aid. A list of endowments of 192 colleges ranked by 1981 value, from a "Chronicle of Higher Education" article, is included, along with letters from approximately 20 colleges. In addition, testimonies of representatives of The Common Fund and the United Negro College Fund explain the College Endowment Funding Plan and how it could help achieve the purposes of Title III of the Higher Education Act. This program would add $100 million to the endowment resources of the 41 member colleges of the United Negro College Fund. The problem of financial institutions' continued participation in student loan programs and the issue of assuring that unmet financial need does not bar access to education are addressed by Martha Church, a higher education representative. Statistics for Hood College on the impact of President Reagan's proposed funding cuts for 1982 and 1983 are presented. Finally, financial data from Brandeis University are presented on operating income and expenditures for selected years and 1982-1983 proposed operating budget. (SW)

ED 226 713 IR 010 594

Ricard, G. L., Ed.; And Others
Workshop on Instructional Features and Instructor/Operator Station Design for Training Systems.
Naval Training Equipment Center, Orlando, Fla. Human Factors Lab.
REPORT NO.- NAVTRAEQUIPCEN-IH-341
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Classroom Design; Computer Oriented Programs; Facility Guidelines; *Human Factors Engineering; *Man Machine Systems; *Military Training; Postsecondary Education; *Simulation; Systems Development; Teacher Role; *Training Methods; Work Environment
IDENTIFIERS- *Computer Simulation; Interactive Systems

These 19 papers review current research and development work related to the operation of the instructor's station of training systems, with emphasis on developing functional station specifications applicable to a variety of simulation-based training situations. Topics include (1) instructional features; (2) instructor/operator station research and development; (3) operational problems in instructor operation station designs; (4) instructional support features in flying training simulators; (5) the instructor as a user in automated training systems; (6) instructor roles and optimization of the instructor station interface; (7) front-end analysis leading to VTX instructor operating stations functional specifications; (8) conceptual design of an instructional support system for fighter and trainer aircraft flight simulators; (9) the OAS/CMC PTT instructor station; (10) training effectiveness evaluations of simulator instructional support systems; (11) computer-aided design systems in workstation design; (12) instructor/operator station design concepts; (13) modular control of simulators; (14) simplified control of the simulator instructional system; (15) the instructional subsystem; (16) procedures monitoring and scoring in a simulator; (17) student self-training capability in flight simulators; (18) generic simulator instructor training; and (19) application of artificial intelligence and voice recognition/synthesis to naval training. (LMM

ED 226 728 IR 010 609

McIntyre, Donald B.; And Others
Teaching APL.
Sharp (I. P.) Associates, Ltd., Toronto (Ontario).
PUB DATE- Oct 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Oriented Programs; *Computer Programs; *Course Content; Foreign Countries; Higher Education; Induction; Program Implementation; *Programing Languages; Secondary Education; *Teaching Methods
IDENTIFIERS- *APL Programing Language; Canada; Pomona College CA; United States; University of Guelph (Ontario)

This booklet contains four articles for use by instructors of the APL computer programming language. In the first paper, "APL in a Liberal Arts College," Donald McIntyre describes experiences in the implementation of an introductory computing course at Pomona College and the presentation of a faculty seminar in computing. Principles used in APL instruction are discussed, and specific instructional examples and a 13-item bibliography are included. Then, Gillian Wade, in "Teaching APL in an Academic Environment" describes the status, organization, and history of APL courses at the University of Guelph, Ontario, and presents examples of applications by students. "APL in the Classroom" by Ted Edwards outlines classroom applications for courses in which APL has been taught as a subject or used as a language of discourse to teach another topic. Examples of lesson material, reasons for APL success, limitations, and possible extensions are presented. Finally, Kenneth Iverson, in "The Inductive Method of Introducing APL," treats some of the lessons to be drawn from analogies with the teaching of natural language, examines details of their application in the development of a 3-day introductory APL course, and reports results. Implications for more advanced courses are also briefly discussed. (LMM)

ED 226 743 IR 050 110

Boucher, Virginia; And Others

Resource Sharing at the University Libraries, University of Colorado, Boulder. A Report of the Resource Sharing Task Force.

Colorado Univ., Boulder. Libraries.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Cataloging; College Libraries; *Interlibrary Loans; Library Acquisition; Library Collections; *Library Cooperation; *Library Networks; National Libraries; Online Systems; Research Libraries; *Shared Services
IDENTIFIERS- Colorado Alliance of Research Libraries; Library of Congress; OCLC; *University of Colorado Boulder

One of five working groups established as part of a collection analysis project at the University of Colorado, Boulder (UCB), the Task Force on Resource Sharing was organized in order to determine the University Libraries' current purpose and practice in resource sharing and to recommend directions for the future. Their report is presented in three parts: Collections, Resource Sharing (including Bibliographic Access, Cooperative Arrangements, and Document Delivery), and the National Scene and Future Developments. Each section includes a description, an evaluation, and recommendations. Topics covered include the effects of decreased funding for acquisitions; UCB involvement in cooperative collection development programs at the state and national levels, especially the Colorado Alliance of Research Libraries (CARL); an examination of bibliographic access systems, e.g., the CARL Union List of Serials, the Colorado Union Catalog (CUC), and services from OCLC, the Library of Congress (LC), the Center for Research Libraries (CRL), and the Research Libraries Information Network (RLIN); document delivery by courier, the U.S. Postal Service, and United Parcel Service; national resource sharing concerns; and both national and local resource sharing development projects. Seven conclusions are listed, and a 48-item bibliography is provided. (ESR)

ED 226 785 JC 830 081

Tyree, Lawrence Worley; McConnell, Nancy Casner
Linking Community Colleges with Economic Development in Florida. ISHE Fellows Program Research Report No. 3, 1982.
Florida State Univ., Tallahassee. Inst. for Studies in Higher Education.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTIONS- College Planning; *College Role; *Community Colleges; Cooperative Programs; Economic Change; *Economic Development; Educational Policy; Labor Force Development; *School Business Relationship; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Florida

The relationship between business/industry and education in Florida is discussed in this paper with special emphasis on the role of community colleges in fostering and promoting economic development in the state. First, the paper highlights major factors arguing for strong links between education and industry, including the decline of labor-intensive manufacturing, the rise of high technology industries, the demographic shift to the Sunbelt, and the need for large-scale retraining programs. Next, in examining the role of community colleges in industrial development, the paper outlines the advantages that colleges can offer to industry and provides examples of programs developed in the Carolinas, California, and New Jersey that combine the resources of education and industry. Then, the relationship between education and industry in Florida is examined in terms of demographic and economic changes in the state and legislative and administrative efforts to bring educators in contact with business. After examining the attitudes of Florida colleges toward industry and outlining their efforts to attract new businesses to their service areas, the paper provides suggestions for linking the colleges more closely with future economic development. Recommendations regarding the role of higher education in economic development and an annotated bibliography are appended. (HB)

ED 226 532 EC 151 010

Institute for the Study of Exceptional Children. Final Report, August 1, 1977-June 30, 1982.

Educational Testing Service, Princeton, N.J. Inst. for the Study of Exceptional Children.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Research Projects Branch.
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Disabilities; Exceptional Child Research; *Handicap Identification; *High Risk Persons; *Infants; Interdisciplinary Approach; *Intervention; Professional Education; *Student Evaluation; Theories
IDENTIFIERS- Final Reports; *Institute for the Study of Exceptional Children

The final report details the background and activities of the Institute for the Study of Exceptional Children, an interdisciplinary collaborative effort of two research-service organizations: the Infant Laboratory of Educational Testing Service in Princeton, New Jersey, and the Pediatrics Service of the Roosevelt Hospital in New York. An introductory section reviews the Institute's theoretical principles as well as its structure, goals, functions, and priorities. Four goals are identified: identification of young children at risk for handicaps; assessment of their social, emotional, and cognitive functioning; intervention; and training of professionals in an interdisciplinary setting. Activities from each of the Institute's 5 years are summarized. The administrative organization, with its four units (detection, research, intervention/evaluation, and training/products/dissemination units) is described. The largest part of the final report is devoted to indepth information on activities of each of the four units. Among detection unit projects discussed are a project to identify handicaps in a population of at-risk infants and a project to develop instruments for measuring infants' competencies. Among projects of the research unit are studies of contingency learning in 10-week-old and premature infants and of infant attention. Three major activities of the intervention and evaluation unit (contingency intervention, communication development, and evaluation) are considered. Three final chapters detail the Institute's products (publications, presentations, and technology and assessment instruments), dissemination efforts, and training activities. (CL)

ED 226 548 EC 151 027

Serving the Learning Disabled Child in New York State. Updated Version .

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

REPORT NO.- NYSED-82-7504
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Check Lists; *Definitions; Elementary Secondary Education; *Individualized Education Programs; *Learning Disabilities; Referral; State Standards; *Student Characteristics; *Student Evaluation; *Student Placement
IDENTIFIERS- *New York

The manual sets forth New York state guidelines for referring and evaluating children suspected of having a learning disability (LD). Definitional issues comprise the first section, followed by sample characteristics of students with learning disabilities. Procedures for referrals are outlined. Placement decisions and decisions about services are considered as an outgrowth of evaluations of the student's psychological functioning, social history, educational skills, and physical examination. A 2-page checklist for evaluating a child with suspected LD is presented. The individualized educatio program (IEP) is then considered in two phases, with discussion of related services, resource room programs, and special classroom programs. IEP development factors, including frequent review of the student's progress, are listed. (CL)

ED 226 699 IR 010 576

Schneider, Walter; Fisk, Arthur D.
Attention Theory and Mechanisms for Skilled Performance.
Illinois Univ., Champaign.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.; Office of Naval Research, Washington, D.C. Personnel and Training Branch.
REPORT NO.- HARL-ONR-8201
PUB DATE- Jul 82
CONTRACT- N000-14-81-K-0034
GRANT- NIMH-5-R01-MH-31425-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTIONS- Attention; *Attention Control; *Cognitive Processes; Context Clues; Cues; Perception; Perceptual Motor Learning; *Psychomotor Skills; Skill Analysis; *Skill Development; *Transfer of Training
IDENTIFIERS- *Attention Theory; Chunking; Response Consistency

This report relates current attentional research and theory to the development of skilled performance, with emphasis on how performance changes with practice. Dual process attention theory is reviewed, and the distinction between automatic and controlled processing is examined. The changing interactions between automatic and controlled processing in the development of skill are discussed, and it is proposed that consistent practice produces automatic productions which perform consistent transformations in a heterarchial system. The qualities of automatic productions are identified as being modular, showing high transfer, becoming resource free, not being under direct control, and being fast, accurate, and coordinated. Assumptions about controlled processing are also discussed, including how such processes develop automatic processing, maintain strategy and time varying information, and perform problem-solving activities. Perceptual data, some motor data, and several motor performance examples are presented to show automatic controlled processing effects. The relationship to current theories of motor skill and new research paradigms suggested by the current approach are discussed. A 37-item list of references and 9 figures are included. (Author/LMM)

ED 226 758 IR 050 127

Irving, Ann, Ed.

Instructional Materials for Developing Information Concepts and Information-Handling Skills in Schoolchildren: An International Study.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- PGI-81/WS/32

PUB DATE- Nov 81

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131) Reports - Research/Technical (143)

DESCRIPTIONS- Annotated Bibliographies; Audiovisual Aids; *Children; Elementary Education; Foreign Countries; *Information Science; *Information Seeking; Information Sources; Information Utilization; *Instructional Materials; Library Skills; *Material Development; Reading Skills; Study Skills

IDENTIFIERS- *Information Skills

Based on a survey covering 56 countries, this report lists internationally relevant instructional materials and research aimed at familiarizing school children with information concepts and skills, and also discusses the creation of new instructional materials in this area. The study's aims, methods, and rationale are briefly described, as well as the skills involved in information handling at a child's level. The partially annotated bibliography which is provided contains 98 items--mostly of European origin--on children's information concepts, and their reading, studying, and library skills. Bibliographies and literature reviews, reports of current research, background reading for teachers, and descriptions of teaching methods and materials are among the items included. Guidelines are also presented for the creation of two new packages of instructional material: teachers programs designed to aid in the creation of student material at the local level; and student programs covering information concepts, skills, and sources. Slides and films, overhead transparencies, and graphic and textual printed materials are noted as three appropriate formats for student programs. A list of the countries and territories contacted for this study is appended. (Author/ESR)

ED 226 771 JC 820 579

Hollingsworth, Patricia
An Investigation of Successful Approaches in Teaching Basic Skills for Program Development in the Community College.
PUB DATE- 10 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Basic Skills; Community Colleges; Cost Effectiveness; *Developmental Studies Programs; Instructional Development; Program Administration; Program Development; *Program Effectiveness; *Remedial Instruction; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Los Angeles Community Colleges CA

Drawing from an extensive literature review and interviews with faculty and administrators in the Los Angeles Community College District (LACCD), this study report examines successful practices in basic skills instruction in community colleges. After providing background on the importance of basic skills programs in light of the increasing number of underprepared community college students and on common criticisms of remedial programs, chapter 1 introduces the study's purposes and methods. Chapter 2 begins by highlighting effective instructional practices and methodologies for teaching basic skills as indicated by research and authorities in the field. It goes on to describe the characteristics of developmental programs at selected two- and four-year colleges that have been successful in enhancing student learning. Chapter 3 presents findings from the interviews with LACCD staff, providing summaries of successful experiences and programs at each college and reviewing districtwide activities. Chapter 4 offers conclusions and recommendations for planning, developing, administering, and operating an effective, efficient basic skills program. The described model has assessment and prescriptive components; includes writing, reading, mathematics, and English as a Second Language instruction; incorporates formative and summative evaluation procedures; and provides for access to all available instructional resources. The survey instrument and an extensive bibliography are included. (DAB)

ED 226 800 JC 830 107

Gose, Frank
TEX-SIS Occ/Tec Non-Returning Student Follow-Up, Volume 1, Number
Yavapai County Community Coll. District, Prescott, Ariz.
PUB DATE- 28 Aug 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)
DESCRIPTIONS- Community Colleges; Dropout Attitudes; *Dropout Characteristics; Dropout Research; *Dropouts; Education Work Relationship; Employment; *Enrollment Influences; Ethnic Groups; Females; Followup Studies; Males; School Surveys; *Student Educational Objectives; Two Year Colleges; *Two Year College Students; *Vocational Education

In 1981, selected data about nonreturning occupational/technical students were collected at Yavapai College using the TEX-SIS follow-up system, which was developed by the Texas Education Agency and Texas Coordinating Board for Universities and Colleges. A sampl of 449 students was selected from the approximately 900 students wh had enrolled in at least one vocationally funded course in spring 1980, but who had not returned by spring 1981. Questionnaires solicited information on students' ethnicity, sex, educational intent, curriculum area, educational objectives and plans, reasons for not enrolling, employment and/or educational status, education work relationship, and evaluation of their educational experience. Study findings, based on 194 usable responses, included the following: (1) as their primary objective, 50.7% of the respondents listed preparation for a job or improvement of existing skills, 12.9% listed transfer credit, and 29.0% listed personal interest; (2) 66.8% indicated that their objective was partially or totally incompleted; (3) no single factor emerged as the primary reason for not returning to Yavapai, though dissatisfaction with instruction o course content accounted for 9.2% of the reasons listed; and (4) 58.4% of the respondents were employed full-time at the time of the survey. The study report provides separate profiles for selected respondent groups (i.e., general education majors, all majors combined, males, females, and American Indian/Alaskan Native and White students). (AYC)

ED 226 846 PS 013 384

Blackwell, Jacqueline; Leeper, Sarah H.
Day Care Programs: A Part of the Educational Continuum.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Behavior Patterns; *Black Youth; *Cognitive Development; Comparative Analysis; *Day Care Centers; Early Childhood Education; Pretests Posttests; *Private Agencies; Public Agencies; Student Teacher Relationship; Teaching Methods

In order to determine the effect of day care center sponsorship o children's development, the authors examined the ways in which programs, objects and materials, and teacher/child interactions affected the preoperational behavior of 4-year-old black children i publicly and privately supported day care centers. A total of 120 4-year-olds (30 from public day care, 30 from private day care, and 60 middle- and lower-class controls not attending day care) served as subjects. All groups received selected sections of the comprehensive Piagetian Preschool Battery pretest and posttest for determining cognitive growth. Results indicated that while significant differences existed between day care center children an control children with respect to preoperational behavior, no significant differences were found between public and private day care center children. Based on these findings, five suggestions for providing a quality day care center for children under 5 years of age are outlined. (MP)

ED 226 923 RC 013 900

Pierce, Preston E., Comp.
The Iroquois Indians: A Non-Print Bibliography.
State Univ. of New York, Geneseo. School of Library and Information Service.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *American Indian Culture; American Indian Literature; American Indians; Audiovisual Aids; Elementary Secondary Education; Handicrafts; *Lifestyle; *Nonprint Media; Postsecondary Education; *Resource Materials
IDENTIFIERS- *American Indian History; *Iroquois (Nation); Mohawk (Tribe); Seneca (Tribe)

The annotated non-print bibliography on the Six Nations of the Iroquois people is presented in seven sections: 16mm films and video tapes (13 citations); 35mm filmstrips (13 citations); 35mm slides (5 citations); overhead transparencies (5 citations); kits (4 citations); maps, charts, and posters (5 citations); and disc and tape recordings (7 citations). Each citation includes the title of the material, the date it was produced (1940 to 1982), availability information, a synopsis of the material, and age level the material may be used for (primary grades, intermediate grades, junior high, high school, and college). A selected list of producers' and distributors' addresses concludes the bibliography. (ERB)

ED 226 517 EA 015 491

The Board Meeting: Brown Act Rules. Revised.
California School Boards Association, Sacramento.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Board of Education Policy; *Boards of Education; Court Litigation; Disclosure; Elementary Secondary Education; *Meetings; Publicity; Records (Forms); *State Legislation
IDENTIFIERS- *Brown Act; California Education Code; Minutes of Meetings; *Open Meetings; *Sunshine Laws

The chapter in the California Government Code commonly referred to as the Ralph M. Brown Act (Chapter 9, Division 2, Title 5) was enacted in 1953 and requires public boards to conduct open meetings. Since enactment, the legislature has amended it numerous times, and the attorney general's office and the courts have interpreted its provisions. The law states that "the public commissions, boards and councils and other public agencies in this State exist to aid in the conduct of the people's business. It is the intent of the Law that their actions be taken openly and that their deliberations be conducted openly." This review of the Brown Act is intended to assist school board members in understanding the intent as well as the letter of the law governing the deliberations and actions of school boards. The review covers requirements of the Act and its specific and limited exceptions, the types of meetings to which it applies, the necessity for giving public notice of meetings, and the need to keep public records of meetings. Relevant court cases are also discussed. (Author/JM)

ED 226 566 EC 151 061

Gifted Science Project User's Manual and Bibliographies on Career Information, Project Ideas, and Science Processes .

Montgomery County Public Schools, Rockville, Md.

PUB DATE- 81

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Annotated Bibliographies; *Educational Resources; Elementary Education; Enrichment; *Gifted; Microfiche; *Science Projects

The document contains a user's manual and three bibliographies pertaining to Montgomery County, Maryland's Gifted Science Project, a program to provide resources to students in grades 3-8 who are motivated in science. A user's manual offers guidelines for using the project's primary product--the Project Resource File, a collection of resources (reproduced on microfiche) to enrich the studies of an individual gifted student. A bibliography on career information highlights recently published materials on science or science-related jobs and/or careers. A project ideas bibliography focuses on published materials individual students can use in completing a science project in such areas as organic chemistry and cellular biology. The third bibliography lists materials for use in developing students' skills in such science processes as laboratory skills, science problem solving, and data collection. Information on entries contained within the three bibliographies include: grade, topic, category, title and source, author, publisher, publication date, price, special instructions (when applicable), and a brief description. (SW)

ED 226 582 FL 013 478

Trujillo, Lorenzo A.; And Others
Foreign Language Camps: Jefferson County Public Schools R-1.
Jefferson County Public Schools, Lakewood, Colo.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Camping; *Cultural Activities; French; German; *Immersion Programs; Program Implementation; Resident Camp Programs; Russian; Secondary Education; *Second Language Instruction; Spanish
IDENTIFIERS- *Colorado (Jefferson County)

The planning and operation of Jefferson County (Colorado) Public Schools' foreign language camps are described. The weekend-long camps attempt to duplicate an authentic cultural experience in a foreign village through cultural activities and language immersion. French, Spanish, Russian, and German camps are conducted for county high school foreign language students. Activities such as cooking of foreign cuisine, crafts, singing, and shopping are all conducted in the target language. Teachers and native speakers assist in creating the atmosphere and experience. Participation in the camp weekends is voluntary and available at a low cost to each student. Format, planning and budget considerations, goals, and evaluation procedures are summarized. Response to the camps since their 1970 inception has been favorable and has led to increased foreign language enrollments. An evaluation instrument, a planning handout, and the 1982 financial reports for each of the four camp sessions are appended. (RW)

ED 226 599 FL 013 507

Poggi, Claudine D.
Mixing, Switching, and Shift: A Case of Chinese-English Communicati
Development.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Research/Technical (143)
DESCRIPTIONS- Adult Learning; Case Studies; *Code Switching (Language); *English; *Interpersonal Communication; Language Dominance; *Language Skills; *Mandarin Chinese; Native Speakers; *Second Language Learning; Social Influences

A case study is presented of the development of communication between two adults, one a native speaker of English and the other o Mandarin, over a 5-year period in Taiwan and the United States. Based on diary records, tapes, and letters, it was found that social changes in the couple's lives marked changes in their pattern of communication. Ten stages and four schemata of language use (based on speaker's target) were identified. Changes in second language abilities also occurred over time, and a broad picture emerged in which there was a general shift from Chinese to English as the language of primary use. During this evolutionary process, first an English-Chinese pidgin and later a more complex Chinese-English pidgin developed and then declined. Other patterns also appeared: mixing (the intra- and inter-sentential intermingling of native and second language features) and switching (a change in the target language during the course of a conversation). Influences on these patterns at specific states, as well as in particular social situations, are discussed, and a chart of stages shows changes in the second language abilities of the individuals over time. Second language abilities are also divided into listening/speaking and reading/writing and are based on a scale of 0-5. It is concluded that a chart of factors prepared for an individual learner can help guide both teacher and student in a formal language learning situation. (SW)

ED 226 814　　　　　　　　　　PS 013 213

Fischer, Jan Lockwood
Employer Support for Families with Child Care Needs.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Early Childhood Education; Employed Women; *Employer Attitudes; *Employer Supported Day Care; *Fringe Benefits; Government Role; History; Profiles

Present and past employer support for child care is reviewed in this paper. The first half of the discussion is devoted to a genera and brief historical survey describing employer support for familie needing child care and detailing working mothers' increasing demand for child care services. Also briefly mentioned are government programs encouraging employer support. The remaining half of the document describes types of employer-sponsored child care programs and types of employers sponsoring such programs. Programs described include flexible personnel policies (such as flextime, job sharing, flexiplace), paternity and maternity leave provisions, flexible benefit programs, employer-donated services, resource and referral services, child care program slot reservation services, voucher/vendor programs, family day care home networks, and employer-sponsored child care centers. Types of employers described include those associated with the military, campuses, labor unions, governments, hospitals, and businesses. Related graphs and charts are appended. (RH)

ED 226 830 PS 013 365

Hanselmann, Gudrun R.
An Assessment of Teacher Change in Role Perception as the Result of Participation in the Elementary School Evaluation by the Assembly of Elementary Schools, Middle States Association of Colleges and Schools.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Accreditation (Institutions); *Attitude Change; Comparative Analysis; Elementary Education; *Elementary School Teachers; *Participative Decision Making; *Role Perception; *Self Evaluation (Groups)

A study was conducted to determine whether participation in self-evaluations as part of the accreditation process of the Middle States Association of Colleges and Schools produced a change in the role perceptions of participant teachers. An experimental group of 30 elementary teachers from Pleasant Valley school and a control group of 30 elementary teachers from Pocono Mountain school (both located in a rural area of northeastern Pennsylvania) participated in the study. Subjects from the experimental group actively participated in self-study during preparation for accreditation by the Assembly of Elementary Schools, while the control group was not involved in any such self-evaluation. Role perceptions were assessed through changes in participants' levels of morale, as indicated on the Purdue Teacher Opinionnaire. In general, results suggested that the role perceptions of teachers who underwent self-evaluations were favorably changed with respect to attitudes about their students, peers, school environments, and the community at large. (MP)

ED 226 893 RC 013 868

Braber, Lee; Dean, Jacquelyn M.
A Teacher Training Manual on Native Americans: The Wabanakis.
Boston Indian Council, Inc., Jamaica Plain, MA.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, D.C. Ethnic Heritage Studies Program.
PUB DATE- 82
AVAILABLE FROM- Boston Indian Council, 105 South Huntington Ave., Jamaica Plains, MA 02130 ($8.00 includes postage and handling, $105.25 for 25 copies).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- American Indian Culture; *American Indian Education; *Cultural Awareness; Elementary Secondary Education; *Enrichment Activities; Legends; *Life Style; Resource Materials; Teacher Qualifications; Tribes; *Urban American Indians
IDENTIFIERS- American Indian History; Boston Indian Council MA; Maliseet (Tribe); Micmac (Tribe); Passamaquoddy (Tribe); Penobscot (Tribe); Seasons; *Teacher Awareness; *Wabanaki Confederacy

The illustrated booklet, developed by the Wabanaki Ethnic Heritage Curriculum Development Project, is written for the Indian and non-Indian educator as a basic primer on the Wabanaki tribal lifestyle. The Wabanaki Confederacy is made up of the following tribes: Maliseet, Micmac, Passamaquoddy, and Penobscot. Advocating a positive approach to teaching about Native Americans in general and highlighting the Wabanaki way of life, past and present, the booklet is divided into four parts: an introduction, Native American awareness, the Wabanakis, and appendices. Within these four parts, the teacher is given a brief look at Native American education, traditional legends, the lifestyle of the Wabanaki, the Confederacy, seasonal activities, and the changes that occured when the Europeans came. An awareness of the Wabanakis in Boston and the role of the Boston Indian Council, Inc., are emphasized. Appendices include reference notes, maps, learning activities, a list of resource organizations, and an 87-item bibliography of literature and filmstrips. (Author/ERB)

ED 226 907 RC 013 882

Native American Rights Fund: 1981 Annual Report.

Native American Rights Fund, Boulder, CO.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- American Indian Education; *American Indians; *Civil Liberties; *Court Litigation; *Federal Indian Relationship; Human Services; Laws; *Natural Resources; Tribes
IDENTIFIERS- *Native American Rights Fund; *State Tribal Relationship; Tribal Status

In 1981 the Native American Rights Fund (NARF) continued its program of providing legal representation to Indian tribes and groups in cases of major significance to Indian people throughout the country. Many significant Indian rights victories were achieved in 1981 in the areas of tribal existence, Indian natural resources protection, human rights and government accountability, and Indian education. After a detailed description of NARF, major activities during 1981 are presented in five sections: preserving tribal existence (25 cases); protecting tribal resources (36 cases); promoting human rights, which includes Indian education (19 cases); holding all levels of government accountable to Native Americans (10 cases); and furthering the development of Indian law (17 activities). The treasurer's report concludes the report. (ERB)

ED 226 549 EC 151 028

McCarthy, Jeanne McRae

Project First Chance: Arizona Behavior Analysis Interactive Outreach Program, July 1, 1981 to June 30, 1982.

Arizona Univ., Tucson.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 20 Sep 82
GRANT- G008100869
LANGUAGE- English
EDRS Price - MF04/PC30 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cultural Differences; Demonstration Programs; *Disabilities; Navajo; *Outreach Programs; Preschool Education; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Project First Chance Interactive Outreach Project

The final report describes activities of Project First Chance, Interactive Outreach Project, a program to stimulate the development of improvement of educational services to preschool handicapped children and their families. The project was also designed to provide outreach to culturally diverse populations (primarily Navajos) and to programs in Arizona and other states. Indicators (in table form) depict the project's impact in the areas of awareness, training, product development, and state involvement. Evidence of effectiveness in the demonstration site is documented in three ways: ABACUS (Arizona Basic Assessment and Curriculum Utilization System) pre/post scores describing progress in body management, self care, communication, preacademics, and socialization; data from individualized programs; and data from group programs. Outreach data are presented in tables showing gains in 13 outreach sites. Extensive appendixes include training session agendas; logs of participants trained, parent contacts, and visitors to the model demonstration site; and many examples of ABACUS materials. (CL)

ED 226 614 FL 013 546

Kenemer, Virginia Lynn
Le "Francais Populaire" and French as a Second Language: A Comparative Study of Language Simplification.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ICRB-B-117; ISBN-2-89219-120-3
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Dialects; Error Analysis (Language); *Error Patterns; Form Classes (Languages); *French; Grammar; Higher Education; *Language Variation; Morphology (Languages); Pidgins; *Second Language Learning
IDENTIFIERS- *Language Simplification

The French of English speaking students of French as a second language is compared with "francais populaire" (FP) in order to determine similarities in their tendency toward simplified grammar and morphology. Simplifying characteristics that are typical of FP were obtained from French working class sources, while simplification patterns of French as a second language were drawn from 100 compositions written by university students enrolled in intermediate level French courses. Simplification errors found in the student compositions are classified according to corresponding grammatical traits of FP, including general morphology and syntax, articles, substantives, adjectives, pronouns, verbs, adverbs, and prepositions. Research on language simplification processes, data collection and analysis methods, and pedagogical implications are discussed. The data analysis shows that speakers of FP and American students of French employ simplification systems that are similar in many respects. (RW)

ED 226 628 HE 015 561

Brookner, Lester
New Threat to Fiscal Stability. Cutbacks in Student Aid.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE- Feb 82
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 (1-9 copies free; 10 or more copies, $.25 a copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Numerical/Quantitative Data (110) Journal Articles (080)
DESCRIPTIONS- Budgets; *Economic Factors; Educational Economics; *Federal Aid; *Financial Problems; Higher Education; Parent Financial Contribution; *Resource Allocation; Retrenchment; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Auxiliary Loan Program; *Guaranteed Student Loan Program; Institutional Survival; Reagan (Ronald)

Potential negative effects that cuts in the Guaranteed Student Loan (GSL) program might have on the financial stability of colleges and universities are addressed. The recent rapid growth of the GSL program results from the fact that it is included in that part of the credit control system excluded from appropriation limitation. Media reports suggest that the Reagan Administration proposed reducing guaranteed loans by $20 billion to help reduce off-budget borrowing. In comparing the growth of the federal student aid programs from funding years 1970-1981, it was found that the largest increase was in the GSL program. A comparison of federal student aid dollars to total tuition and fees collected shows the convergence of total fees collected and federal student aid funds. Since 1970, there has been an increasing amount of federal dollars going to students, which has helped to pay tuition, particularly at independent colleges and universities. Expansion of the Auxiliary Loan program (formerly the Parent Loan program) probably will guarantee funds for what may be a transition period and allow students to complete their studies at institutions they currently attend. Reductions in the GSL program would increase the need for higher family contributions, and to some extent students will choose lower-cost institutions. Institutions in states with declining enrollments whose students are dependent on large amounts of financial aid are likely to face extreme financial problems and a real threat to survival in the next few years. (SW)

ED 226 642 HE 015 898

The Utah Higher Education Act of 1969. Related Statutes and Bylaws o
the Utah State Board of Regents. 3rd Edition.
Utah State Board of Higher Education. Salt Lake City. Office of the Commissioner.
PUB DATE- May 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Agency Role; Board of Education Policy; *Board of Education Role; Centralization; *College Administration; *Governance; Higher Education; Master Plans; Public Education; *State Boards of Education; *State Legislation; *Statewide Planning
IDENTIFIERS- *Utah

The text of the Higher Education Act of 1969, which established th Utah System of Higher Education, is presented. To govern this system as a single governing board, the legislature established the new state board of regents, which is composed of 16 members. Institutional councils were established to assist in the government of the institutions. The act was designed to improve public higher education through centralized direction and master planning. This approach will help to prevent unnecessary duplication within the system and to ensure orderly development of facilities and quality programs, coordination and consolidation, and systematic development of the role of each institution. Directives are presented regarding the composition and responsibilities of the board, responsibilities of the commission of higher education, appropriations requests, changes in curriculum, granting of degrees, buildings and facilities, creation of institutional councils, research grants, and student loan programs. Responsibilities of the officers of the board, governance and administration, meetings of the board, committees, quorum requirements, and public information dissemination are also discussed. The member colleges and their respective presidents and institutional council members are listed. Bylaws and subsequent amendments and statutes to the act are also included. (SW)

ED 226 657 HE 015 925

AASCU/CUPA 1981-82 National Pilot Faculty Salary Survey by Discipline and Rank of Twenty-One Selected Discipline Areas.

American Association of State Colleges and Universities, Washington, D.C.; Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- 82

AVAILABLE FROM- College and University Personnel Association, Eleven Dupont Circle, Suite 120, Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Academic Rank (Professional); *College Faculty; *Compensation (Remuneration); *Full Time Faculty; Higher Education; *Intellectual Disciplines; National Surveys; School Surveys; *Teacher Salaries

Salary data for full-time faculty in 21 selected disciplines were collected through the 1981-1982 National Pilot Faculty Salary Survey conducted by the American Association of State Colleges and Universities (AASCU) and the College and University Personnel Association (CUPA). Data by discipline and rank were collected for over 39,000 faculty members at 204 AASCU institutions. The statistics on salary include: average, high, and low salary, the percentage of faculty in a given discipline who hold a given academic rank, and the ratio of the average salary to the total average salary of all institutions. The following academic ranks are covered: professor, associate professor, assistant professor, new assistant professor, and instructor. Discipline areas are as follows: biological sciences, business and management, communications, computer and information sciences, education, special education, vocational and technical education, engineering, fine and applied arts, foreign languages, home economics, English, library science, mathematics, physical sciences, psychology, economics, history, geography, political science and government, and sociology. A list of participating institutions is appended. (SW)

ED 226 672 HE 015 940

Nursing Manpower Licensed in Kentucky, 1979-1981. Kentucky Nursing Education Project.

Kentucky State Council on Higher Education, Frankfort.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 82
AVAILABLE FROM- Kentucky State Council on Higher Education, W. Frankfort Office Complex, U.S. Rt. 127 S. Highway, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Certification; *Educational Background; *Employment Patterns; Full Time Equivalency; Higher Education; Individual Characteristics; *Nurses; *Nursing Education; *Place of Residence; State Surveys; Statewide Planning
IDENTIFIERS- Kentucky; *Kentucky Nursing Education Project

Data on nurses licensed in Kentucky for 1979-1981 are presented, as part of the Kentucky Nursing Education Project. Information is provided on: licensure status, home state/district/county, employment status, employment state/district/county, field of employment in nursing, position, highest educational level attained, age, sex, marital status, and race. Information on numbers of nurses employed are expressed in full-time equivalent (FTE) form (i.e., two part-time nurses equal one full-time nurse). Licensure data are also presented by district. In addition, an overview is included on Kentucky's population trends, health care facilities, nursing education programs, and nurse licensure process. Major findings include the following: nurse licensure is not synonymous with employment in nursing in Kentucky, the FTE number of active registered nurses (RNs) employed in nursing in Kentucky has increased by about 6 percent since 1979; the RN/population ratio for the state in 1981 was 36 FTE RNs employed per 10,000 population; the major field of employment for both RNS and licensed practical nurses is the hospital; and the percent of RNs reporting the hospital diploma program as their highest level of educational preparation is steadily decreasing. (SW)

ED 226 686 HE 015 954

Greenleaf, Robert K.
The Servant as Religious Leader.
Center for Applied Studies, Inc., PA.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 82
AVAILABLE FROM- Windy Row Press, 43 Grove Street, Peterborough, NH 03458 (10-24 copies, $1.50 each; 25-99 copies, $1.20 each; over 100 copies, $1.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Church Related Colleges; *Church Role; Ethics; Higher Education; Leadership Qualities; *Leadership Responsibility; Moral Development; *Religious Factors; *Social Responsibility; Theological Education; *Values

The importance of increasing the number of religious leaders and the roles of the seminary and church are considered. Religious leadership is needed to respond to widespread alienation in all sectors of society as well as to many institutions' inability or unwillingness to serve society. The leader needs three intellectual abilities: a sense for the unknowable, readiness for the unexpected, and foresight. It is claimed that seminaries are not supplying the ideas, the means of expression, or the leadership to increase the number of religious leaders, probably because they do not have among their trustees, faculty, or administrators enough people who think in terms of how things get done in complex institutional arrangements. The primary mission of the seminary should be leading and supporting churches as influential institutions. Whereas seminaries now primarily have an academic rather than formative role, the formation of religious leaders should be the main goal. The seminary faculty need to develop and articulate a contemporary theology of what makes religious leaders and the institutions they serve strong, and churches need to nurture the growth of strong, caring, and serving persons. (SW)

ED 226 714 IR 010 595

Munro, Allen; And Others
Instruction Mode and Instruction Intrusiveness in Dynamic Skill Training.
University of Southern California, Los Angeles. Behavioral Technology Labs.
SPONS. AGENCY- Office of Naval Research, Washington, D.C.
REPORT NO.- ONR-TR-99
PUB DATE- Aug 82
CONTRACT- N00014-80-C-0164
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Oriented Programs; *Feedback; Performance; Postsecondary Education; Programed Instructional Materials; Psychomotor Skills; Simulation; *Skill Development; *Technical Occupations; Training Methods; Videotape Recordings
IDENTIFIERS- Computer Simulation; *Voice Synthesizers

This project attempted to replicate a 1981 study by Munro, Fehling, Blaise, and Towne, which found that instructional feedback for dynamic skill training is most effective when the student chooses when and if feedback is to be received. Using a simpler task, this study focused on an Air Intercept Controller Simulation program. The effectiveness of computer-generated voice output in instruction and simulation in dynamic skill training were also addressed in an experiment in computer-based instruction. Both the intrusiveness and delivery mode (text-voice) factors had statistically significant effects on student errors. Performance was superior in the groups which received feedback in a textual mode and had control over sequence and presence of feedback. The next highest performance group received feedback in a computer voice mode and also had control over feedback. The third highest group received immediate textual-mode feedback to errors, while the poorest performance group received immediate computer voice feedback. Results suggest that instruction in dynamic skills should be non-intrusive, and that current inexpensive voice synthesis technology is inappropriate for dynamic skill training. Six data tables and six figures are included, and a list of crucial and non-crucial errors is appended. (Author/LMM)

ED 226 729 IR 010 610

Walp, Robert M., Ed.
Telecommunication in Alaska. Papers in Support of the Alaska Case Study Presentation to the 1982 Pacific Telecommunications Conference (Honolulu, Hawaii, January 17-20, 1982).

Pacific Telecommunications Council, Honolulu, HI.
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Economic Factors; Educational Television; *Information Networks; *Rural Areas; State Government; State History; *Technological Advancement; Technology Transfer; *Telecommunications
IDENTIFIERS- *Alaska; Alaska Education Satellite Demonstration Project; Distance Teaching

The 26 papers in this collection present the history and organization, system components and techniques, social aspects, and economics of telecommunications development in Alaska, with special emphasis on the growth and use of satellite systems. The first five papers cover developments beginning when Alaska was still Russian-owned, and also discuss the organization of the state government with respect to telecommunications. Six more technical papers then describe the existing system and techniques, including the small earth stations largely responsible for stimulating telecommunication developments in rural Alaska and the local exchange development that depends upon long-lines services from those stations. Social benefits in the areas of medicine, education, governmental participation, and information access are discussed in six papers. Papers in the television category include a set of instructions for bringing new technologies into native communities. Three papers pertain to economic factors in telecommunications, mostly confined to Alaska. The collection ends with an historical summary and speculation regarding Alaska's future in telecommunications. An appendix provides Alaskan statistics. (Author/LMM)

ED 226 744 IR 050 111

Besemer, Susan P.
Academic Library Media Usage: Faculty and Student Use of the Independent Learning Center.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Audiovisual Aids; *College Libraries; Higher Education; Learning Activities; *Learning Resources Centers; Library Collections; Library Research; Library Services; Library Surveys; *Media Selection; *Nonprint Media; Questionnaires; User Satisfaction (Information); Use Studies
IDENTIFIERS- Library Users; *State University of New York Coll at Buffalo

This report describes a spring 1982 survey of faculty and student users and nonusers of library audiovisual collections at the State University of New York (SUNY)-Buffalo. User frequency, the composition of user patronage, preferred media formats for learning, and users' perceptions of audiovisual services offered are described. A brief history is provided of the Independent Learning Center (ILC), which houses the audiovisual collections at SUNY-Buffalo's E. H. Butler Library. Survey response rates for faculty (26 percent) and students (62 percent) are noted. Survey findings are presented, indicating that: (1) faculty use both the library and the ILC less frequently than students; (2) ILC collections are seen primarily as audiovisual "reserve rooms"; (3) many students and faculty are underutilizing media items available on loan from ILC; (4) student and faculty users have extremely positive attitudes about the ILC facility and its services; and (5) faculty (67 percent) still prefer learning by reading while students are more evenly divided among reading (41 percent), listening (38 percent), and viewing (31 percent). Based on survey results, active promotion of ILC services is recommended. The survey questionnaire is appended, with associated frequencies of response for students and faculty given for each question. (Author/ESR)

ED 226 786 JC 830 085

Spangler, Richard C.; Simonson, Carolyn
The Developmental Education Program at Tacoma Community College.
Tacoma Community Coll., WA.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Advising; Adult Basic Education; *College Curriculum; Community Colleges; *Developmental Studies Programs; Educationally Disadvantaged; High Risk Students; Remedial Programs; Student Evaluation; *Student Placement; Teacher Role; *Track System (Education); Two Year Colleges

Tacoma Community College (TCC) is a comprehensive institution serving 7,000 students per quarter out of the 200,000 residents of Tacoma-Pierce County. Statistics show that 20% of the student population have not graduated from high school; 21% are from minority groups; and an estimated 60% are academically, educationally, or socially disadvantaged. In keeping with its mission to help all students achieve academic success, TCC has developed a four-level curriculum: Level 0 provides basic education through non-credit classes at 1st through 5th grade levels; Level 1 offers basic skills instruction at 6th through 8th grade levels; Level 2 comprises high school completion, college preparatory, and enrichment classes at 9th through 12th grade levels; and Level 3 consists of university-parallel courses at the 13th grade level and upwards. Developmental education, including adult basic education, high school completion, college preparatory courses, and learning assistance services, is provided through a cooperative effort among all departments and divisions. Students are placed at appropriate levels on the basis of placement tests when they enter college and on the recommendation of instructors after their initial quarter. This recommendation system has improved retention and success, as indicated by the success rates of students who followed instructor recommendations (75%) compared to those of students who did not (35%). An appendix provides self-assessment and course selection instruments. (HB)

ED 226 847 PS 013 385

Swaminathan, Mina, Ed.
Ekalavya, Mobile Creches Annual Reports (Bombay) 1981-1982.
Mobile Creches, Bombay (India).
PUB DATE- 82
AVAILABLE FROM- Mobile Creches Oxford House, Apollo Bunder, Bombay 400039, India (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Action Research; Adult Basic Education; Annual Report *Community Action; Community Organizations; Day Care; Foreign Countries; *Literacy Education; *Migrants; *Nonformal Education; *Parent Education; Program Descriptions; *Social Change; Theater A
IDENTIFIERS- *India; Mobile Creches for Working Mothers Children

While specific subjects vary, the theme of this collection of sev articles is the nonformal education of adult migrants in India. The first article documents several aspects of adult education activities undertaken by Mobile Creches for Working Mothers' Children, an organization providing integrated day care for the children (from birth through age 12) of low-income women working on construction sites and in resettlement colonies. Much of this article and others in the collection focuses specifically on the problems, likelihood, and successes of literacy education programs. The second article describes difficulties in conducting research to evaluate programs for migrants. The third article questions the belief that adults should first be taught to read in their mother tongue, while the fourth article describes adult education for social change that involves awareness groups organized to obtain redress of injustices. A nonformal adult literacy project serving, among others, Moslem women and girls generally restricted to their homes (in "purdah") is described in the fifth article. The sixth article discusses the efforts and successes of forest people who organized a social movement to protect the environment of the Himalayas from further exploitation. In conclusion, activities of the "People's Messenger" theater group, the communication arm of Mobile Creches, are described in the seventh article. The 1981-1982 annual report of Mobile Creches in Bombay completes the document. (RH)

ED 226 862 PS 013 407

Allen, K. Eileen
The Preschool Program: Adaptation to the Individual Child.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Day Care; *Diagnostic Teaching; Early Childhood Education; *Individualized Instruction; *Informal Assessment; Learning Activities; *Preschool Education; *Program Development; Program Evaluation; Scheduling; Student Educational Objectives; Tas Analysis
IDENTIFIERS- *Program Modification

If preschool teachers are to plan for each child on the basis of his or her needs, they must engage in several basic program adaptation procedures. They must know how to assess each child's individual skill levels in each area of development. They must also understand task analysis and be able to specify learning objectives for each child. Additionally, teachers must be adept at evaluating the program in terms of short- and long-term goals for individual children and for the group as a whole. Assessment of children's developmental skills can be accomplished in a variety of ways, including collecting information from anecdotal notes, language samples, counts and durations measures, criterion-referenced assessments, checklists, and rating scales. Teachers will need to employ task analysis as needed by individual children learning specific complex tasks in the context of routines, instructional periods, and exploration activities. Based on individual assessments and task analysis outcomes, learning objectives specified for each child should mesh with philosophically based program objectives. Another often neglected aspect of program adaptation involves frequent reevaluation of the total program. Adaptations encompassing the entire program can be accomplished by adjusting schedules, changing learning materials, and altering instructional activities and formats. (RH)

ED 226 878 RC 013 834

Philips, Susan Urmston
The Invisible Culture: Communication in Classroom and Community on the Warm Springs Reservation.
REPORT NO.- ISBN-0-582-28361-2.
PUB DATE- 83
AVAILABLE FROM- Longman, Inc., 1560 Broadway, New York, NY 10036 ($9.95 paper copy and $22.50 for cloth copy).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTIONS- *Academic Achievement; American Indian Culture; *American Indian Education; Change Agents; *Classroom Communication; Cognitive Processes; *Cognitive Style; Communication Research; Comparative Analysis; *Cross Cultural Studies; *Cultural Differences; Elementary Education; Grade 1; Grade 6; Learning; Reservation American Indians; Whites
IDENTIFIERS- *Warm Springs Reservation OR

Using four classrooms for comparison purposes (grades 1 and 6 at Warm Springs Reservation which contained 95% Indian students and similar grades in two classrooms at a nearby off-reservation town of Madras, Oregon, which contained 95% Anglo students), the book contends that the children of the Warm Springs Indian Reservation are enculturated in their preschool years into modes of organizing the transmission of verbal messages that are culturally different from those of Anglo middle-class children. It further maintains that this difference makes it more difficult for them to then comprehend verbal messges conveyed through the American school's Anglo middle-class modes of organizing classroom interaction. Part I covers verbal and nonverbal communication in the socialization of children (anthropological approach to language socialization, relation between verbal and nonverbal behavior in human communication, behavioral means for securing and conveying attention, and the plan of the book) and research methodology (purpose of the study, participant observation, classroom research, and community research). Part II discusses communication in the Warm Springs Indian Community and use of auditory and visual channels of communication among Warm Springs Indians. The last section outlines communication in the classroom--structure of classrooom interaction, comparison of Indian and Anglo communicative behavior in classroom, and conclusion. (AH)

ED 226 924 RC 013 901

Rice, Joseph P.
California Medi-Corps Evaluation Report Summer 1980.
Butte County Superintendent of Schools, Oroville, Calif.
SPONS. AGENCY- Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrator Role; Agency Cooperation; *Allied Health Personnel; Curriculum Evaluation; Inservice Education; Job Performance; *Migrant Health Services; *Migrant Programs; *Paraprofessional Personnel; Personnel Evaluation; *Program Effectiveness; Recordkeeping; Summer Programs; Validated Programs
IDENTIFIERS- *California Medi Corps; *Health Aides; National Diffusion Network Programs

Using data obtained from two external evaluators, health assistants, team leaders/coordinators, and migrant pupil service delivery forms, the evaluation examined the supervision services; preservice workshops; whether health education assistants were directly serving migrant pupils and functioning at levels of competence commensurate with their training and skills; inservice programs offered for health assistants; levels of cooperation and communication among health assistants, regional migrant personnel, health and social provider agencies, and private health groups; record keeping and thoroughness of health assistant profiles and records; health education programs in the schools; central Medi-Corps administrative and support services available to team leaders; quality of community involvement by health assistants; supervisors' use of health assistants in compliance with Medi-Corps objectives; appropriateness and quality of health services; performance of health assistants; and actual counts of identified migrant pupils served. Findings included: the program offered a comprehensive experience to the Medi-Corps students in education, social service, and clinical experience; all Medi-Corps students expressed a high level of satisfaction toward their summer experience; exceptional improvement of supervision services for Medi-Corps students in the field; and improvement of the preservice and inservice training programs. This report provides data supporting the evaluation findings, quoting verbatim the external evaluators' reports where appropriate. (NQA)

ED 226 533 EC 151 011

Anderson, Winifred; And Others
Negotiating the Special Education Maze: A Guide for Parents and Teachers.
LINC Resources, Inc., Columbus, Ohio.
REPORT NO.- ISBN-0-13-611111-4; ISBN-0-13-611129-7
PUB DATE- 82
AVAILABLE FROM- Prentice-Hall, Inc., General Book Marketing, Special Sales Div., Englewood Cliffs, NJ 07632 (ISBN-0-13-611129-7, $7.95; ISBN-0-13-611111-4, paperback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Advocacy; *Disabilities; Due Process; Elementary Secondary Education; Individualized Education Programs; *Parent Role; *Parent School Relationship; Parent Teacher Cooperation; Referral; Student Evaluation

The book is intended to help parents of handicapped children secure good special education services for their children. Nine chapters focus on aspects of parent advocacy and include practical information and case studies. Chapter 1 emphasizes the importance of parental knowledge about the educational planning process and the professionals involved. Chapter 2 provides suggestions for observing one's child in terms of movement, communications, social relationships, self concept/independence, senses/perception, thinking skills, and learning style. Referral and evaluation are the topics of chapter 3. The issues of recordkeeping and confidentiality are covered in a fourth chapter, while chapter 5 considers eligibility and the roles of parents. The individualized education program is discussed in chapter 6, with sections on the Individualized Education Program (IEP) meeting, goals and objectives, and placement options. The seventh chapter touches upon parents' rights in due process hearings as well as factors involved in requesting hearings and appeals. The parents' role as monitors of the special education program is dealt with in chapter 8. The final chapter reviews the preceding ones and briefly discusses legal and political advocacy and the function of parent groups in educational advocacy. Appended information includes a chart depicting educational planning terms used in six states. (CL)

ED 226 583 FL 013 479

Henderson, Don
Speaking Activities for the Advanced College-Bound Student.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Conversational Language Courses; Debate; *English (Second Language); *Learning Activities; Persuasive Discourse; *Public Speaking; Secondary Education; Second Language Instruction; *Speech Communication; Speeches; Speech Instruction; Speech Skills

Three activities for developing speaking skills of advanced English as second language students are presented. Impromptu speaking, extemporaneous speaking, and debate activities are designed to train students to organize concepts, develop spontaneous oral skills, and enhance confidence and clarity of thought. Impromptu speaking develops spontaneous thinking and clear organizational ability while improving confidence and laying the basis for the more complex speaking activities. Extemporaneous speaking develops detailed organizational patterns, transition, subordination, and focusing of topic sentences. Debate uses a three-person team structure to develop logical thinking, organization, argumentation, and reasoning. The objective of these activities is to promote the ability to think critically in English and transfer this thought process quickly into concise spoken English. Sample preparation sheets and critique forms are appended. (RW)

Geib, Jerry H. E.
Computer Literacy in Public Education: Implications for Libraries and Librarians/Media Specialists.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Computer Literacy; *Computer Oriented Programs; Elementary Secondary Education; *Library Role; Literature Reviews; Media Specialists; *Microcomputers; *Public Schools; *School Libraries; State Federal Aid; Surveys; Technological Advancement
IDENTIFIERS- Minnesota Educational Computing Consortium; National Assessment of Educational Progress

In order to study the concept of computer literacy and its implications for education, a review was made of the relevant professional, trade, and technical literature, with emphasis on information printed from 1978 to the present which highlights the development, growth, and present status of computer literacy in public schools. Recent developments in computer technology were explored, and educational user groups were contacted to determine current activities and their implications. Presented in essay form, the study includes discussions of the Information Age, international and national efforts in computer literacy, the pervasiveness of microcomputers, computers in public schools, the role of librarians/school media specialists, the concept of computer literacy, and computer literacy research conducted by the National Assessment of Educational Progress and the Minnesota Educational Computing Consortium (MECC). A 47-item selected bibliography is provided, as well as a chart showing the results of a survey of how state governments are promoting computer literacy and the MECC Revised Set of Instructional Objectives for Computer Literacy. (LMM)

ED 226 759 IR 050 128

Hehman, Thomas J., Comp.
Interlibrary Loan Manual, 1982. A Guide to the I.L.L. Services Provided by the Virginia State Library. Revised.
Virginia State Library, Richmond.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Libraries; Computer Output Microfilm; Copyrights; *Interlibrary Loans; *Library Networks; Online Systems; Public Libraries; Records (Forms); Special Libraries; *State Libraries; *State Programs; *Union Catalogs
IDENTIFIERS- *Catalog of Virginia Library Resources; OCLC; *Virginia

Guidelines and sample multi-part forms for interlibrary lending in Virginia are presented in this manual, which updates a 1978 edition by including material on the Catalog of Virginia Library Resources (CAVALIR). CAVALIR is a statewide computer output microfiche (COM) catalog of library holdings, prepared from the contributions of 61 Virginian public, academic, and special libraries to the OCLC database. The manual provides: (1) a discussion of the responsibilities and collections of the Virginia State Library; (2) background information on interlibrary lending in Virginia; (3) details of the Virginia State Library interlibrary loan services and policies; (4) guidelines for conducting patron interviews; (5) guidelines for verifying interlibrary loan requests, using CAVALIR and other sources; (6) rules for submitting interlibrary loan requests; and (7) a checklist of interlibrary loan dos and don'ts. Although it is noted that interlibrary loan requests can be sent via the OCLC Interlibrary Loan system, instructions are given only for submitting telephone requests and requests using American Library Association (ALA) forms. A total of 18 ALA form examples are presented showing title, periodical article, subject, and out-of-state requests, as well as packing, renewal, report on request, and notice of return slips. A discussion of the impact of copyright legislation on interlibrary lending and a list of CAVALIR libraries are appended. (ESR)

ED 226 772 JC 830 040

Packwood, Gene; And Others
The Impact of Community Colleges on Michigan and Its Economy: Preliminary Technical Report.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Attendance; *Community Colleges; Cooperative Programs; Enrollment; Human Capital; Human Resources; *Labor Force Development; Majors (Students); Questionnaires; *School Business Relationship; State Surveys; Student Educational Objectives; Two Year Colleges; *Two Year College Students; *Vocational Education
IDENTIFIERS- *Economic Impact Studies; *Michigan

In 1981, a study was conducted to determine the collective impact of Michigan's 29 public community colleges on the state's economy. Differing from other economic impact studies in its emphasis on human capital as an economic resource, rather than on institutional spending and investment, the study involved the examination of existing statewide data sources and a survey of individual colleges to gather additional information on employed students, college district size, subject area enrollments, and activities and programs developed to meet the needs of business, industry, and professional and public service agencies. Responses from all 29 colleges were analyzed to determine community college students' characteristics, reasons for attending college, and subject interests; changes in attendance patterns over the past decade; and ways in which the colleges help business and industry and otherwise meet regional needs. The study revealed that: (1) between 1970 and 1980, the number of students attending community colleges increased by over 73%; (2) in 1980-81, approximately 2,500 employers paid for 30,000 employees to take job improvement courses; (3) both public and private sector organizations contracted with community colleges to provide training for their specific needs; and (4) professional upgrading courses were provided for over 12,500 professionals, business persons, industrial employees, and public service employees. The survey instrument and numerous data tables are included in the report. (AYC/DAB)

ED 226 801 JC 830 112

Lucas, John A.
Economic Impact of Harper College on Its Community--1980-1981. Volum
XI, Number 22.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Community Benefits; *Community Colleges; *Economic Factors; Economic Research; *Educational Economics; Employment; Expenditures; School Business Relationship; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Economic Impact Studies

Using a model developed by the Illinois Community College Board (ICCB), William Rainey Harper College (WRHC) conducted a study to determine the economic impact of the school on its community by its presence, the business it transacts, the employees it hires, and the students it attracts to the campus. Data, gathered from a variety of college and community sources, were compared with data from six other community colleges in Illinois which have piloted the economic impact model. Selected study findings include the following: (1) for every dollar of local tax revenue raised by the college, $6.25 was generated in college-related business, $5.00 was produced in value of local business property, $1.33 was channeled into expansion of local bank credit base, and $3.00 of personal income was produced; (2) 2,816 full-time jobs existed as a result of WHRC; (3) $2.7 million of outside government money, including benefits and grants paid directly to students, was channeled directly into the community; (4) more than 12% of the adult population has been enrolled each year at WHRC; (5) approximately 45,000 community residents came to the campus for cultural arts events or to use college facilities or services. Data tables contrasting the economic impact figures for WHRC with those for the College of DuPage and with an average calculated for six additional Illinois colleges are included. Work pages from the ICCB-produced handbook are appended. (Author/AYC)

ED 226 908 RC 013 884

Holding Power and Graduates. Kentucky Public and Non-Public High Schools, May 1982 Classes. 27th Annual Report.

Kentucky State Dept. of Education, Frankfort. Office of Research and Planning.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTIONS- College Bound Students; Comparative Analysis; Educational Trends; Employment Statistics; *Enrollment Trends; *Graduate Surveys; *High Schools; Longitudinal Studies; Postsecondary Education; Private Schools; Public Schools; *School Holding Power; School Size; Sex Differences; Small Schools; Tables (Data); *Trend Analysis; *Vocational Followup
IDENTIFIERS- *Kentucky

In 1982, 46,818 students graduated from all Kentucky high schools; 23,232 (49.6%) were boys and 23,586 (50.4%) were girls. There were 42,700 students graduated from public schools, which represented 65% of the 9th grade enrollment of 1978-79. There were 4,118 students, or 8.8% of the state total, graduated from non-public high schools. Sixty-nine percent of the non-public school graduates and 42.3% of the public school graduates were attending colleges or universities, for an overall percentage rate of 44.7%. Of the total 1982 graduates, 21.8% were employed, 3.8% were in the military, 8.4% were unemployed, and 12.7% were other/unknown. Of the 175 public high schools with graduating classes, 14 (8%) graduated less than 50, and 54 (30%) graduated less than 100. Of the reporting non-public high schools with graduating classes, 17 (55%) graduated less than 50, while 24 (77%) graduated less than 100. Primary sources of data were principals' annual reports, superintendents' end-of-year reports, and the "Biennial Report of the State Superintendent of Public Instruction." Part I provides an indication of school holding power and whereabouts of graduates for both public and non-public high schools. Part II presents summary data on holding power trends from 1973 to 1982. (BRR)

ED 226 518 EA 015 537

McCarthy, Martha M.; Deignan, Paul T.
What Legally Constitutes an Adequate Public Education? A Review of Constitutional, Legislative, and Judicial Mandates.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-87367-781-1
PUB DATE- 82
CONTRACT- NIE-P-81-0095
AVAILABLE FROM- Publications, Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Compulsory Education; Constitutional Law; *Court Litigation; Definitions; Educational Equity (Finance); *Educational Finance; Educational Legislation; Equal Education; *Federal Regulation; Government Role; Legal Responsibility; *School Law; *Standards; *State Legislation; Student Rights
IDENTIFIERS- *Educational Adequacy

While the law governing the definition of educational adequacy is still evolving, partial definitions can be gleaned from various state and federal laws and regulations prescribing standards for schools and from judicial interpretations of constitutional and statutory provisions. This document presents the results of such an analysis. After delineating the research questions and procedures guiding the study, and the definitional distinctions between the closely related concepts involved, the report examines relevant litigation. The cases reviewed affect state school finance schemes, the rights of students with special needs, and parental control over educational choices. State legislative and regulatory activity defining adequacy and establishing adequacy standards is described next. The nature of school funding laws, eight states' statutory definitions of adequacy, and the application of program requirements, accountability mandates, and minimum competency standards are covered. The federal role in defining and establishing adequacy standards is addressed last, with special attention paid to regulations regarding handicapped students, bilingual, compensatory, and vocational education, and research, development, and dissemination activities. A final chapter summarizes the findings, discusses obstacles to defining adequacy conclusively, and comments on prospects for the 1980s. Appendices list relevant court cases and pinpoint pertinent provisions of state constitutions. (Author/PGD)

FL

ED 226 567 FL 013 198

Cziko, Gary A.
Developing Models of Communicative Competence: Conceptual, Statistical, and Methodological Considerations.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communicative Competence (Languages); Language Proficiency; Language Tests; *Models; Research Methodology; Statistical Analysis

The development of an empirically based model of communicative competence is discussed in terms of conceptual, statistical, and methodological considerations. A distinction is made between descriptive and working models of communicative competence. Working models attempt to show how components of communicative competence are interrelated psychologically to form a set of independent factors and to determine whether aspects of language are psychologically distinct and can be learned separately. In reviewing the research on this question, several methodological and statistical issues must be addressed. Among these issues are interpretation of the Pearson product moment correlation coefficient, subjects' language background, patterns of language proficiency, and criterion versus norm referenced language measures. Examples are provided of the ways in which these issues can influence the interpretation of patterns of test results. Research on the components of communicative competence are reviewed and the findings reinterpreted in light of the methodological issues. (Author/RW)

ED 226 600 FL 013 508

Rosenblum, Karen E.
The Nature and Possible Consequence of a "Female Register."
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Assertiveness; *Females; *Interpersonal Communication; Intonation; Language Research; *Language Styles; *Language Usage; Males; *Sex Differences; Social Behavior; Socialization; Sociolinguistics; *Speech Communication

Documented sex differences in speech and their significance are considered. The research literature on sex-differentiated speech reveals the influence of sex-role stereotypes and assumptions about the relation of speech to sex-differentiated socialization. The more substantiated differences form three clusters: (1) the production of esteemed variants, (2) the degree of dynamism in pitch and intonation, and (3) conversational dominance. The best documented is the claim that women are more likely to produce the socially-esteemed pronunciation and syntax. In addition, both pitch and intonation appear to distinguish male/female speech. Differentiation in conversational dominance is produced by overlap, interruption, verbosity, and the ability to introduce topics that are sustained by others. It has been assumed that differentiated socialization produced differentiated behavior, that speech differentiation was naturally a part of this process, and that utterances and behaviors were likely to be mutually consistent. By stressing the purposeful, intentional dimension of naturally occurring utterances, the three clusters of substantiated differences may be treated as accomplishing certain ends. It is suggested that each of these clusters pertains to the tenor of discourse, and that they collectively show the attempt to define interaction, capture an audience, and affirm relations of dominance. (Author/SW)

ED 226 815 PS 013 227

Hepworth, H. Philip
Family Poicy in Canada: Some Theoretical Considerations and a Practical Application.
PUB DATE- Oct 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Child Welfare; *Eligibility; *Family Programs; Foreig
Countries; *Government Role; History; Population Trends; *Poverty
Programs; *Public Policy; *Public Support; Welfare Services
IDENTIFIERS- *Canada; Social Policy

Frequently implicit in Canadian social policy addressing other issues, family policy is generally assumed to be a good thing, is bound up with social structure, and, when made explicit, is prescriptive and potentially embarrassing to government. Historically important as a forerunner of more recent income assistance programs, the provision of mothers' allowances for the support of families exemplified government policy focusing on the needs of particular types of family units. Not only were the early government income assistance provisions niggardly, they left prairie residents prey to financial institutions that in effect dispossesse many settlers who had previously been brought to these areas by the Canadian government. Almost without exception, from the early 1900s to the present, measures taken to relieve hardship were inadequate to meet human needs and represented poor stewardship of human capital. Similarly, neither has more recent government provision of family allowances exerted a major impact on family income. It is evident that at no time did Canada move beyond a residual and stigmatizing approach to the needs of families. In its approach to population questions, Canada has neglected its human capital. In this matter, laissez-faire capitalism seems oddly improvident. (RH)

ED 226 831 PS 013 366

Trepanier, Mary L.
How Do I Remember?: Young Children's Understanding of the Memory Process.
SPONS. AGENCY- Michigan Univ., Dearborn.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Early Childhood Education; *Elementary School Students; Literature Reviews; *Memory; *Metacognition; *Preschool Children; *Recall (Psychology)

Research is reviewed that centers on the development of young children's metamemoric ability and the relationship between such ability and memory performance. In addition, implications of the research for training and education are indicated. Components of Flavell and Wellman's (1977) definition of metamemory are used to organize the discussion. Specifically, sections of the paper (1) report research on children's understanding of the demands of memory tasks, (2) discuss young children's understanding that characteristics in the person can influence memory performance, (3) describe children's increasing recognition that task variables influence the ease of storing and retrieving information, (4) briefly indicate limitations of children's use of planful behavior or strategies in storage and retrieval, (5) take up the issue of the relative absence of research on the interaction of metamemoric components, (6) review research on children's memory monitoring abilities and their use of feedback to modify recall, (7) discuss research on the relationship between metamemory and memory performance, and (8) suggest outcomes of metamemoric training. It is concluded that research indicates many differences between the metamemoric understanding of young children and that of older children and adults. The suggestion is made that recognition of these differences by early childhood educators can influence the type of environmental experiences provided children and the memory task demands made of them. (RH)

Braber, Lee; Dean, Jacquelyn M.
A Semi-Annotated Bibliography: The Wabanakis.
Boston Indian Council, Inc., Jamaica Plain, MA.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, D.C. Ethnic Heritage Studies Program.
PUB DATE- 82
AVAILABLE FROM- Boston Indian Council, 105 South Huntington Ave., Jamaica Plain, MA 02130 ($18.00 includes postage and handling, $105.25 for 25 copies).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *American Indian Culture; *American Indian Literature; *American Indians; Annotated Bibliographies; *Information Sources; Legends; Life Style; *Resource Materials
IDENTIFIERS- *American Indian History; Maliseet (Tribe); Micmac (Tribe); Passamaquoddy (Tribe); Penobscot (Tribe); Traditionalism; *Wabanaki Confederacy

A companion to the booklet, "A Teacher Manual on Native Americans: The Wabanakis," the semi-annotated bibliography consisting of 235 citations may be used by people who wish to have access to information and research (1890-1982) done about the tribes on the New England and Maritime shores, including the Wabanaki Confederacy composed of the Maliseet, Micmac, Passamaquoddy, and Penobscot tribes. The booklet is divided into five sections: Wabanakis Today (23 citations); Our Way of Life (28 citations); Oral Traditions: Recollections and Traditions (35 citations); Wabanakis Yesterday (60 citations); and Resources: Bibliographies (18 citations), Places, Newspapers, Periodicals (55 citations), and Films (16 citations). (ERB)

ED 226 550 EC 151 032

Sprung, Barbara
Creating a New Mainstream: An Early Childhood Training Manual for a
"Inclusionary" Curriculum.
Women's Action Alliance, Inc., New York, N.Y.
SPONS. AGENCY- Women's Educational Equity Act Program (ED),
Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)
DESCRIPTIONS- *Curriculum Development; *Disabilities; Early Childhoo
Education; *Females; *Mainstreaming; Multicultural Education;
Nontraditional Occupations; Parent Attitudes; Sex Bias; *Sex
Fairness; Sex Stereotypes; Workshops
IDENTIFIERS- *Project REED

The manual presents background and application information on providing an "inclusionary" approach to the education of young children. "Inclusionary" was expanded from nonsexist, multicultural perspectives to that of persons with disabilities. Project REED (Resources on Educational Equity for the Disabled) developed and field-tested classroom materials designed to incorporate images of disabled people and people of both sexes and many cultures in nontraditional roles. Workshop formats emphasized awareness training. Nine papers present perspectives of teachers (e.g. "The Teacher as Researcher: Elementary Biases from Classroom Materials" by N. Gropper), parents (e.g. "A Parent's View of Mainstreaming" by S. Vuolo) and a disabled rights activist ("Disabled Women: The Case of the Missing Role Model" by K. Corbett). Project REED workshops are discussed in the latter part of the guide. Warm-up activities are presented (including an activity focusing on notable women with disabilities. Workshop awareness tasks emphasize three topics: equitable early childhood classroom materials, inclusionary curricula, and inclusionary home environment. Appended material includes a list of recommended toys and books. (CL)

ED 226 615 FL 013 557

Leta, Dejenie

Oromo for Beginners. Language Materials.

Peace Corps, Washington, D.C.
PUB DATE- 75
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- African Languages; Dialogs (Language); *Grammar; Listening Comprehension; Pronunciation Instruction; *Second Language Instruction; *Standard Spoken Usage; Verbs; Vocabulary
IDENTIFIERS- Ethiopia; Kenya; *Oromo

The purpose of this text is to introduce the Oromo language, spoken in parts of Ethiopia and Kenya, to Peace Corps volunteers. The Oromo language (also referred to as Galla) used in the text is based on the standard language spoken in the western and southwestern provinces of Wollega, Illubabor, and Kaffa. However, with dialectal differences taken into account, these materials can be used to teach the Oromo language in any area. The materials have been presented in such a way that the teacher and the students can arrange them in lessons to suite their particular needs and learning styles. The text includes a pronunciation key, 20 units on different topics, and a unit of situational conversations. Grammatical information and a list of common verbs are appended. (NCR)

ED 226 643 HE 015 900

Procedures and Criteria for Review of Proposed Two-Year and Other Sub-Baccalaureate Programs in Senior Institutions by the Joint Committee on Two-Year and Other Sub-Baccalaureate Programs in Senior Institutions.

Alabama State Commission on Higher Education, Montgomery.

PUB DATE- 16 Sep 76

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Associate Degrees; Degrees (Academic); Educational Certificates; *Educational Policy; *Evaluation Criteria; Higher Education; Policy Formation; *Program Evaluation; Program Proposals; *State Colleges; *State Standards

IDENTIFIERS- *Alabama

Criteria and procedures are proposed for the review of proposed associate degree or other sub-baccalaureate certificate or degree programs in Alabama's state four-year colleges. Background information, including the approval of an associate degree award for a two-year certificate program at Livingston University, is reviewed. Initially, it was agreed that public four-year colleges should refrain from granting the associate degree as general recognition of the completion of the first 2 years of a baccalaureate program. Criteria for the review of proposed programs include the following: a demonstrated social need and student demand for the program exists; the program requires few if any new courses, faculty, or facilities; tuition will be no lower than that required for the general baccalaureate program; and admissions policies will remain the same. It is also suggested that procedures and guidance relative to certificate/degrees of the technical college system and their interface with both two- and four-year institutions should be developed and included in this policy. (SW)

ED 226 658 HE 015 [illegible]26

Dalili, Farid

Roles and Responsibilities of International Student Advisors and Counselors in the United States.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Academic Advising; College Admission; *Counselor Role; Cultural Differences; *Faculty Advisers; *Foreign Students; Higher Education; International Educational Exchange; School Orientation; Social Adjustment; Student Adjustment; Student College Relationship; Student Needs; *Student Personnel Services

The separate but complementary roles of the international student advisor and counselor are discussed, and foreign student personnel services are addressed. It is suggested that the increasing number of international students indicates a need for a full-time foreign student advisor. The job is complicated by the different cultures and different academic and personal problems of foreign students. International students need assistance in admissions and orientation, information about institutional facilities and services, and understanding of laws regarding aliens. English language proficiency is a major concern to admissions officials, and the advisor's role in assessing credentials and placing students is important. Foreign students are often unfamiliar with American society and aspects of university life, including academic programming, registration procedures, and financial aid, housing, and health services. An international student counselor should facilitate the student's adjustment. Most foreign students come from countries that are not highly industrialized and many have language difficulties. They face new teaching methods, different behaviors of teachers, and different expectations of students. Social relationships, career counseling, and return adjustment are additional concerns. (SW)

ED 226 673 HE 015 941

Report of 1981 Nursing Education Program Survey. Kentucky Nursing Education Project.
Kentucky State Council on Higher Education, Frankfort.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 82
AVAILABLE FROM- Kentucky State Council on Higher Education, W. Frankfort Office Complex, U.S. Rt. 127, S. Highway, Frankfort, KY 406010.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Articulation (Education); Associate Degrees; Bachelors Degrees; *College Programs; *Degrees (Academic); *Educational Certificates; *Enrollment Trends; Higher Education; Masters Degrees; *Nursing Education; State Surveys; Statewide Planning; *Student Attrition; Teaching Hospitals
IDENTIFIERS- *Kentucky Nursing Education Project

Nursing education programs in Kentucky were surveyed in 1981 to assist the process of manpower planning and educational program development for registered nurses. The survey is part of a statewide coordinated system for nursing education developed through the Kentucky Nursing Education Project. Thirty-three nursing programs were surveyed that represent the following five types: hospital diploma; associate degree; baccalaureate degree-generic; baccalaureate degree for registered nurses; and master's degree. Information was obtained on the number and relevant background of applicants, admissions and enrollees, academic articulation policies and practices, demographic factors of enrollees, potential capacity of program facilities, problems associated with attrition, academic articulation and program capacity factors, and number and outcome of graduations. Major findings include the following: fall enrollments in nursing programs for registered nurses (baccalaureate and master's degree) increased from 1979 to 1980; diploma, associate, and generic baccalaureate degree program enrollments declined; and none of the five generic baccalaureate programs were operating at capacity enrollment. A questionnaire is appended. (SW)

ED 226 687 HE 015 968

Vernon, David H.
Status of Clinicians: Proposed Standard 405(e). The President's Address.
Association of American Law Schools, Washington, D.C.
PUB DATE- 6 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Freedom; Accrediting Agencies; College Instruction; Economic Factors; *Full Time Faculty; Governance; Higher Education; Institutional Autonomy; *Law Schools; Position Papers; *Scholarship; *Standards; *Teacher Employment; Tenure

The appropriateness of proposed Standard 405(e), which stipulates employment conditions of full-time clinical (law) faculty members, is considered. This proposal of the Accreditation Committee of the Association of American Law Schools (AALS) would establish job security, economic equality, and a governance voice for clinicians who are not expected to engage in scholarship. The AALS Clinical Committee favors the proposal in view of the relationship of job security to the quality of clinical legal education, the need to make clinical teaching a satisfying long-term career, and the need for academic freedom protection for clinicians. However, a different view, held by the AALS president, is that resolution of issues not directly related to academic freedom (job status, governance, and economic issues) is suitable for determination by individual law schools, and that another arrangement would be totally alien to a reasonable division of authority between the law schools and the American Bar Association. It is suggested that the proposed standard might move some schools to insist on scholarship from all clinicians, which could result in displacing some good clinical teachers. Voluntary review of the status of full-time nonscholar clinicians by schools is advocated. (SW)

ED 226 730 IR 050 053

Fine, Sara
Resistance to Technological Innovation in Libraries: Research Report, Part II: Data Analysis and Statistical Report. Final Report.
Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.
SPONS. AGENCY- Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.
PUB DATE- 31 Mar 79
GRANT- G007702319
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Attitude Measures; *Attitudes; *Library Personnel; Library Research; Library Services; Library Surveys; Personality Traits; Psychological Patterns; *Public Libraries; Questionnaires; Tables (Data); *Technological Advancement
IDENTIFIERS- *Resistance (Psychology)

Based on mail surveys of professional librarians and library administrators in approximately 300 U.S. public libraries and personal interviews with librarians and administrators in 6 public libraries, this report presents a statistical analysis of data collected on library technology and attitudes toward technological innovation. Areas addressed by the study include: (1) the amount of resistance to technology; (2) correlates of this resistance; (3) librarians' perceptions of the values of technology; (4) the relationship of personal and societal values to each other and to resistance to technology; (5) the identification of a "resistant personality"; (6) the relationship of work, professional, demographic, and sociological variables to resistance; and (7) the present and future status of libraries relative to technology. Low levels of resistance to technology were identified among both librarians and administrators, and use of microforms in libraries was found to be more prevalent than computer-related forms of technology. A comprehensive listing of survey questions and responses is provided, as well as 84 statistical tables and a list of 15 references. The publication concludes with four appendices covering survey procedures, statistical methods for the mail survey, distribution of the resistance to technology index, and the interview survey of library administrators. (ESR)

ED 226 745 IR 050 113

The Area Resource File (ARF). A Health Professions Planning and Research Tool.

Applied Management Sciences, Inc., Silver Spring, Md.

SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.
REPORT NO.- HRA-81-9
PUB DATE- Nov 80
CONTRACT- HRA-232-79-0097
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Databases; Dental Schools; Expenditures; Federal Programs; Health Facilities; *Health Personnel; *Health Services; *Hospitals; Information Processing; Information Services; Medical Education; *Medical Schools; Medicine; National Programs; Visual Aids
IDENTIFIERS- *Area Resource File; *Health Resources Information

This report presents a description and sample products of the Area Resource File (ARF), a computer-based county-specific health resources information system which consolidates U.S. data on the health professions, hospital and nursing home facilities, hospital utilization levels, health professions training, hospital expenditures, Medicare expenditures, and selected population, economic, and environmental characteristics. The report briefly discusses the development of ARF, its data organization and content, ARF products for sale, the analytical capabilities available to the ARF user, and current and future ARF expansion. Information on ordering ARF printed and computer tape products and a sample order form are also provided. Appendices, constituting the major portion of the report, include: (1) samples of basic area profiles for the United States, Maryland, Maryland's Montgomery County, and the Southern Maryland Health Systems Agency (HSA); (2) sample ranking profiles for Maryland and the Southern Maryland HSA; (3) ARF technical documentation describing the master tape as of September 1980; (4) ARF user documentation current as of the same date; (5) a list of ARF data elements added and deleted from September 1979 to September 1980; (6) examples of tables and graphics produced with ARF; and (7) a list of future data elements to be added to the file. (ESR)

ED 226 863 PS 013 408

Allen, K. Eileen
The Parent-Teacher Partnership in Programs for Young Children.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Communication (Thought Transfer); *Day Care; Early Childhood Education; Parent Conferences; *Parent Participation; *Parent Teacher Cooperation; *Preschool Education; *Teacher Role

One of the most important elements in arranging an optimal learni environment for young children is helping parents become partners i their children's learning. To promote this partnership teachers mus keep parents informed about the program and their children's progress within it. Such exchanges can be accomplished in a variety of ways, including informal sharing and reporting, telephone contacts, parent conferences, formal and informal parental observations of their children, written messages, newsletters, parent participation activities, and written progress reports. Teachers, by virtue of their training and experience, have a responsiblity for sharing their knowledge and expertise in order to help parents learn more about children in general, although they must never attempt to dictate how parents should be raising their own children. Responding to parents' requests for help (whether direct or indirect, formal or informal) has always been part of the preschool and day care teacher's professional responsibility. When problem exists that parents do not recognize, it must be brought up with tact and careful forethought in the privacy of a conference. Under no circumstances, however, should teachers label or diagnose. Of course, teachers must take precautions in reporting suspected child abuse. They also need to obtain feedback from parents, know how to conduct parent meetings, and respond to parent complaints. (RH)

ED 226 584 FL 013 480

Transitional Bilingual Education in Illinois. Second Annual Evaluation Report, FY 1981.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Bilingual Education Programs; Elementary Secondary Education; Language of Instruction; Language Tests; Limited English Speaking; *Program Evaluation; Student Evaluation; Student Placement; *Transitional Programs

IDENTIFIERS- *Illinois

The results of the 1981 data collection and evaluation efforts of Illinois transitional bilingual education programs are reported. Data were drawn from the 76 school districts on (1) the number of identified limited English proficient students served by state-funded transitional bilingual programs, (2) program entrance criteria, (3) daily minutes of instruction in English and the native language, (4) number of students transitioned into regular programs, (5) reasons for leaving transitional programs, (6) language assessment instruments used, and (7) student progress in English language skills. Quantitative results are presented on program participation by sex, language, grade level, minutes of instruction, frequency and results of language assessment instrument use, and program exit reasons. Graphs and tables, definitions of terms, and language test descriptions are appended. (RW)

ED 226 629 HE 015 570

Temple, Charles M.
Hidden Costs of the Campus Security Force.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE- Dec 81
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 (1-9 copies free; 10 copies or more, $.25 a copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTIONS- *Budgeting; Campuses; Case Studies; Costs; Crime; Financial Problems; Higher Education; Institutional Characteristics; Needs Assessment; Resource Allocation; Retrenchment; *School Security; *Security Personnel; *State Colleges
IDENTIFIERS- Peer Institutions; *University of Tennessee Chattanooga

Information on the security operations of public four-year colleges and universities is examined, and the case of the University of Tennessee, Chattanooga (UTC), which saved $66,000 a year from the security unit's operational budget, is noted. Of 561 questionnaires sent to public institutions regarding the general operation of security units, including budget and personnel data, 300 responses were received. The majority of respondents (95 percent) did not contract with an outside agency for full-time campus security. To provide a clearer indication of typical security operations among campuses that have similar characteristics, further analysis was based on enrollment figures. The total enrollment was divided by the number of full-time officers in each institution. The findings indicate that some institutions have much larger security forces than others in the same enrollment range. Further comparisons were undertaken based on factors such as school location, campus size, and the size of department budget. No clear budget patterns appeared, regardless of the factors analyzed. A management study of its security force conducted by UTC resulted in streamlining security operations without sacrifice to the efficiency or service output. Recommendations for other institutions include the following: define the philosophy of the department and the campus boundaries; conduct a time study of all security activities; examine the hierarchical arrangement of campus police staffing to determine if positions such as lieutenant or detective are necessary; and assess the benefits of foot patrol as a deterrent to crime on campus. (SW)

ED 226 701 IR 010 578

Loper, Ann Booker; Strang, Harold

Computers as Laboratory Apparatus to Examine Teacher-Student Interactional Behavior.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Ability; Computer Oriented Programs; *Feedback; Higher Education; *Microcomputers; Research Methodology; *Simulation; Spelling Instruction; Student Reaction; *Student Teacher Relationship; *Teacher Behavior; Teacher Education; Teacher Response
IDENTIFIERS- Interactive Systems

The influence of students' behavioral definitions on subsequent teacher behaviors was investigated with a simulation which allowed teachers using a microcomputer and video display terminal to verbally interact with four simulated students programmed to vary on knowledge and initiative. These "students," in turn, responded to teacher questions and asked questions on their own. The stability of teacher behavior within a simulation, differences among teachers in their use of positive affect as a consequence, and global changes in teacher patterns within the simulation were specifically addressed. Subjects were 40 teachers enrolled in the University of Virginia School of Education, who were divided into four subgroups representing factorial combinations of training area and experience. During two 20-minute sessions, teachers individually conducted a spelling lesson by instructing, questioning, calling on students, or using other appropriate behavior. Results indicated individual teacher patterns were quite consistent. High-knowledge students received more positive affect, overall, as a consequence than their low-knowledge classmates, with the quiet high-knowledge students rewarded relatively most often. As a group, teachers demonstrated changes in behavior over time, indicating a move toward relatively greater emphasis upon instruction and teacher-determination of targeted students. Results of the study indicate that the simulation influenced teacher behavior in a logical and predictable manner. Five references and two tables are included. (LMM)

ED 226 715 IR 010 596

Richison, Tom Z.
Keys: The Media Maze.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Audio Equipment; *Audiovisual Aids; Elementary Secondary Education; Equipment Maintenance; *Learning Resources Centers; *Library Technical Processes; Media Specialists; Microcomputers; Projection Equipment; *School Libraries; Video Equipment
IDENTIFIERS- *Oklahoma

This guide is designed to be used as a reference tool for the novice library media specialist in charge of one or several pieces of equipment that must be maintained or repaired periodically. Under acquisition of new equipment, topics include selection procedures and equipment selection aids, while the organization section discusses numbering, inventory, and checkout. Repair and replacement topics addressed include tools, optional equipment, projeection lamps, take-up reels, and audio supplies and accessories. Audiovisual maintenance area organization and arrangement is described. The largest section which is devoted to common repair and trouble-shooting diagnosis for miscellaneous viewers and projectors, describes specific repair techniques, procedures, and solutions. Other sections cover care and maintenance of audio equipment, video equipment, and microcomputers. A glossary and a 12-item bibliography are provided, and an appendix contains sample audiovisual equipment checkout, usage and maintenance forms, and a topic index. (LMM)

ED 226 760 IR 050 129

International Congress on Universal Availability of Publications (Paris, France, May 3-7, 1982). Final Report.

International Federation of Library Associations, The Hague (Netherlands).; United Nations Educational, Scientific, and Cultura Organization, Paris (France).

REPORT NO.- PGI-82/CONF.401/COL.10; PGI-82/UAP/6
PUB DATE- 10 Aug 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cooperation; Depository Libraries; *Information Needs; Interlibrary Loans; International Organizations; *International Programs; International Relations; *Libraries; Library Acquisition; National Programs; Nonprint Media; *Publications; Publishing Industr
IDENTIFIERS- Access to Information; Electronic Publishing; *Universal Availability of Publications; *User Needs

A general outline of the proceedings, a list of recommendations adopted, and four annexes comprise this report of the 1982 meeting of the International Congress on Universal Availability of Publications (UAP), including printed, audiovisual, and electronically-published materials. Suggestions and points of discussion are reported regarding publication access and availability to users, the information needs of users, the production and supply of publications, national acquisition policies, the creation of repositories for publications, the need for publication conservation and preservation, national and international interlending policies and practices, and the effect of such things as copyright legislation, confidentiality restrictions, postal rates, and import and export duties on UAP. A total of 48 recommendations are addressed to international organizations, especially the two sponsoring institutions and the World Book Congress; to national governments; and to librarians, publishers, and booksellers. The four report annexes include: (1) the program of the international meeting; (2) texts of the two opening addresses; (3) a list of documents prepared for the meeting; and (4) a complete list of individual UAP participants, and additional representatives from the United Nations (UN), other intergovernmental organizations, and international non-governmental organizations. (ESR)

ED 226 773 JC 830 041

Staff and Program Development: Black Student Retention Project Report, 1980-81.
Valencia Community Coll., Orlando, Fla.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Blacks; *Black Students; Community Colleges; Computer Oriented Programs; *Dropout Attitudes; *Dropout Prevention; Dropout Research; Enrollment Influences; Questionnaires; *School Holding Power; School Surveys; Student Attrition; Student College Relationship; *Student Needs; Student Personnel Services; Two Year Colleges; *Two Year College Students

In April 1981, the Black Advisory Committee of Valencia Community College (VCC) recommended the implementation of a Black Student Retention Pilot Project to study reasons for the attrition of black students at the college; to identify factors positively affecting student retention; and to develop a computerized system to monitor black student enrollment, retention, and graduation. Activities were undertaken to gain visibility for the project (e.g., creating an advisory board and introducing the project to students through letters and orientation sessions), while at the same time developing a treatment model to provide tutorial assistance and support services to black students, analyze transcripts to identify students who were having academic difficulties or who had withdrawn, and determine student satisfaction with the college. Data collected at the end of the 1980-81 school year indicated that many students did not return to college because of lack of support and outreach efforts. Responses to a survey of non-returning students indicated that personal problems and "stopouts" were the main reasons for discontinuing studies. A separate survey of currently enrolled students revealed that programs stressing black awareness and workshops on study skills and test anxiety were among the support services desired by black students. Appendices include the survey instruments, and student data and comments. (HB)

ED 226 787 JC 830 086

Hastings, Chester R.
Community Survey, June, 1982.
McLennan Community Coll., Tex.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Community Attitudes; *Community Characteristics; Community Colleges; Community Surveys; *Educational Attitudes; Enrollment Influences; *Institutional Evaluation; Two Year Colleges

In summer 1982, a telephone survey was conducted by McLennan Community College (MCC) to determine the knowledge and opinions of McLennan County residents about the school. Interviews were conducted with 235 individuals, providing a sample in which people over 60 and between 18 and 21, females, and whites were overrepresented in terms of county demographics. The survey revealed: (1) over 85% of the respondents had been on the MCC campus, and over 41% had taken courses at the school; (2) respondents who had not previously attended a campus event expressed interest in lectures by prominent people, dramatic productions, and concerts; (3) over 90% of the respondents felt that MCC should offer education on a part-time basis, and provide occupational and transfer preparation; (4) 29% felt that MCC was satisfactorily disseminating information about its programs and services; however, a significant percentage of the respondents were not aware of MCC's entrance requirements or costs; (5) time conflicts with employment were cited by 45.9% of the respondents as their reason for not attending college courses; (6) 54% indicated an interest in avocational courses; (7) the most preferred class meeting times were weekday evenings and weekdays; and (8) overall the respondents expressed positive feelings about MCC. The study report presents survey responses to each question for respondents grouped by age, sex, ethnicity, educational attainment, income, job, and previous MCC attendance. (AYC)

ED 226 848 PS 013 386

Wilson, LaVisa Cam; Headley, Neith
Working with Young Children.
Association for Childhood Education International, Washington, D.C.
REPORT NO.- ISBN-0-87173-101-0
PUB DATE- 83
AVAILABLE FROM- Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, DC 20016 (Paper, $1.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Certification; *Child Caregivers; *Day Care; Early Childhood Education; Financial Support; Orientation Materials; Parent Participation; Standards; Teacher Characteristics

In eight very brief sections, this booklet for beginning or prospective child caregivers provides a basic orientation to essential elements of out-of-home child care services. Child care programs, nursery schools, kindergartens, and the Head Start progre are described and 10 features of a good program for young children are specified. Cooperation between home and school and ways to involve parents are discussed. Subsequent sections indicate the range of program providers, including individuals, agencies, and businesses; list basic qualifications of teacher/caregivers; point out three ways programs for young childen are financed; and describ various program locations. The concluding section discusses license required for child care programs and areas of program operation usually regulated by law. (RH)

ED 226 879 RC 013 844

Tribally Controlled Community College Assistance Act of 1978. Public Law 95-471. Fiscal Year 1981 Report to the Congress of the United States of America.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Accreditation (Institutions); *American Indian Education; *Community Colleges; Definitions; Enrollment Rate; Facility Requirements; Feasibility Studies; *Federal Programs; *Financial Support; *Full Time Equivalency; *Resource Allocation; Two Year Colleges
IDENTIFIERS- *Tribally Controlled Comm Coll Assist Act 1978; Tribally Controlled Education

During the second complete year of operation under the Tribally Controlled Community Assistance Act, four additional Tribal Colleges (for a total of 16) received grant assistance. There was also a corresponding growth in full-time equivalent student enrollment, accreditation status, and number of graduates from the participating institutions. During fiscal year 1981, the 16 Tribal Colleges served 2,557 full-time equivalent Indian students for an annual growth rate of 16%. Tribal Colleges are helping their Tribal governments in problem solving or in establishing needed services. Many Indian students, encouraged by success at Tribal Colleges, have elected to transfer to four-year colleges to obtain undergraduates degrees. The continuation of stable funding levels, the support of Federal and Tribal governments, and an improvement in physical facilities are major needs of Tribal Colleges. Part III, "Recommendations," consists primarily of reasons, by section, why the Department of the Interior and Bureau of Indian Affairs oppose enactment of both H.R.6485 and S.2623 to amend and extend the Tribally Controlled Community College Act of 1979. (BRR)

ED 226 909 RC 013 885

Nachtigal, Paul M., Ed.
Rural Education: In Search of a Better Way.
REPORT NO.- ISBN-0-86531-323-7.
PUB DATE- 82
AVAILABLE FROM- Westview Press, Inc., 5500 Central Ave., Boulder, CO. 80301 ($30.00 cloth, $12.00 paper copy).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTIONS- Case Studies; *Community Development; *Community Involvement; *Community Support; *Educational Innovation; *Educational Quality; Education Service Centers; Elementary Secondary Education; Federal Aid; National Surveys; Private Financial Support; *Rural Education; Rural Environment; Teacher Centers
IDENTIFIERS- Cultural Journalism; Experimental Schools Program; Leadership Development Program; National Diffusion Network; New School of Behavior Studies in Educ Program; People United for Rural Education; Rural Futures Development Program; Teacher Corps; Urban Rural Program

The close-knit, personal nature of small rural communities results in school and community operating as a single integrated social structure. Useful rural school improvement strategies must, therefore, address needs that are recognized by both the local school and the community and must operate in a style congruent with the local setting. Although outside ideas and resources may contribute greatly to successful plans to improve rural schools, a high level of local involvement is essential to determining the specifics of those plans. This is clearly demonstrated by the thirteen case studies presented in this book, in which the strategies that have been effective over time in resolving rural school problems are distinguished by a high degree of local participation. The cases--chosen to provide good examples of particular strategies and also to represent the diversity that characterizes rural America--cover centrally designed, heavily funded programs as well as small-scale, locally initiated efforts in such areas as teacher training, the introduction of new curricula, and community participation in education decision making and political action. The final chapters analyze the case studies in practical terms and recommend policy and practice for future rural school improvement. (Author)

ED 226 925 RC 013 902

Rice, Joseph P.
California Mini-Corps Evaluation Report School Year 1980.
Butte County Superintendent of Schools, Oroville, Calif.
SPONS. AGENCY- Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrator Role; Community Involvement; Inservice Education; *Migrant Education; *Program Effectiveness; Recordkeeping; School Community Relationship; Self Evaluation (Individuals); *State Programs; *Supervision; *Teacher Aides; Teacher Interns; Teacher Supervision; Validated Programs; *Work Experience Programs
IDENTIFIERS- *California Mini Corps; National Diffusion Network Programs

Using data obtained from external evaluators, teacher assistants, and coordinators, the evaluation examined the supervision provided by team leaders/coordinators; inservice programs offered for Mini-Corps students by team leaders; whether teacher assistants were serving identified migrant pupils and functioning at levels of competence commensurate with their training and skills; coordinators' job performance; record keeping and thoroughness of teacher assistant profiles and records; the quality of record keeping by teacher assistants to monitor migrant pupil progress; central Mini-Corps administrative and support services available for college coordinators; the extent of community involvement; supervising teachers' use of teacher assistants in compliance with Mini-Corps objectives; and work load of coordinators and teacher assistants. Findings included: the highest rated factors were the quality of classroom teaching experience, the overall quality of inservice training, and school and community acceptance of the Mini-Corps program; four areas failed to meet Mini-Corps standards (quality of college course work, communications with statewide Mini-Corps, effectiveness of the home visitation program, and communications with migrant education regional personnel); more teacher assistants were rated "fair or poor"; there were lowered standards of supervision; and self ratings dropped indicating that teacher assistants perceived their deficits. This report provides data supporting the evaluation findings. (NQA)

EC

ED 226 519 EC 150 683

Stearns, Marian; And Others
Validation of State Counts of Handicapped Children. Volume I--Procedures for Validating State Handicapped Child Counts.
Stanford Research Inst., Menlo Park, Calif.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
REPORT NO.- SRI-P-URU-5830
PUB DATE- Sep 77
CONTRACT- 300-76-60513
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; *Federal State Relationship; *Handicap Identification; *Incidence; *Program Validation; Research Methodology; *Statistical Data
IDENTIFIERS- *Education for All Handicapped Children Act

The report discusses issues regarding the validation of the child count data prepared by states to comply with P.L. 94-142, the Education for All Handicapped Children Act. It also proposes a validation procedure to assure the accuracy of the counts. The validatiion process is conceptualized, and steps in conducting an adequate state census are outlined. The design of a validation system is proposed, with the role of federal (Bureau of Education for the Handicaped-BEH) and state authorities discussed. Current child count procedures used in Washington, New Mexico, Mississippi, Georgia, and Illinois are described in terms of organization, techniques, and data collection. Recommendations are made for BEH technical assistance. Included in two appendixes are a paper by W. Madow, "Sampling Plan for Post-Censal Survey of LEA Counts of Handicapped Students" and a discussion of subsampling. (CL)

ED 226 534 EC 151 012

Davis, F. James; Heyl, Barbara Sherman

The Illinois State Study of the Impact of PL 94-142 on the Families of Children with Different Handicapping Conditions. Revised Annual Report, Second Year.

Illinois State Univ., Normal. Dept. of Sociology - Anthropology.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Aug 80

CONTRACT- 300-78-0461

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Compliance (Legal); *Disabilities; Elementary Education; *Individualized Education Programs; Longitudinal Studies; *Parent Role; Parent School Relationship; Program Development; Program Implementation; *Student Evaluation

IDENTIFIERS- *Education for All Handicapped Children Act

In the second year of a longitudinal case study, the impact of P.L. 94-142, the Education for All Handicapped Children Act, on 12 elementary students in special education, and changes in four problem areas outlined in the law were evaluated: 1) individualized educational programs (IEP's), 2) least restrictive environment, 3) protection in evaluation procedures, and 4) parental involvement. Findings included that changes in the children's IEP's have been in the direction of more rather than less restrictiveness; that there were parental reports of delays in testing; that the substantial majority of parents were not well informed or greatly involved in program planning; and that the level of family adaptation to the handicaps was associated with its severity. Conclusions largely supported those of the first year. Among nine recommendations made were that parental involvement be emphasized and that regular educators and administrators be acquainted with the law through workshops and other inservice approaches. (Author/CL)

ED 226 568 FL 013 200

Lindblad, Torsten; Lindblad, Anita
Learning a Third Language. English as a School Language for Bilingua
and Multilingual Pupils: A Questionnaire Report. Research Bulletin
No. 22
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bilingual Students; Elementary Education; *English (Second Language); *Immigrants; Language of Instruction; Language Proficiency; *Multilingualism; Questionnaires; *Second Language Instruction
IDENTIFIERS- *Sweden

The educational status and English proficiency of immigrants to Sweden at the end of their compulsory schooling was investigated. Questionnaires were completed by 26 schools in 10 Swedish cities regarding the problems associated with the study of English as a third language by immigrant students in the comprehensive school. Schools in districts with high proportions of immigrant students were questioned about the optimal timing for introducing English instruction, remedial instruction outside of class hours, teaching methods used, teacher language backgrounds, and subjective evaluations of how immigrant students succeed in English. The reponses indicate that (1) proficiency in Swedish is viewed as a prerequisite to success in English, (2) immigrants should not receive English instruction until grade 4, (3) remedial instruction is the best approach for helping recent arrivals, (4) most immigrant students reach a proficiency level comparable to that of monolingual Swedish students if they are given extra help, (5) beginners benefit from having a teacher who speaks their native language, and (6) in later grades immigrant students select the easier general curriculum to a slightly higher extent than do Swedish students. The questionnaire and supporting documents are appended. (Author/RW)

ED 226 601 FL 013 509

Krakowian, Bogdan
The Teacher's Mediation in Students' Vocabulary Learning.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Secondary Education; *English (Second Language); Higher Education; *Language Usage; Phonology; *Polish; *Second Language Instruction; Semantics; *Translation; *Vocabulary Development

Three stages of teaching second language vocabulary are examined using examples of typical situations for Poles learning English. A basic assumption is that the vocabulary of any two languages, especially Indo-European languages, exhibits both ethnological and accidental similarity. The first stage is to make the phonic, or graphic, or both forms, of the second language word stay in the learner's minds. In the second stage, the learners should practice in the receptive use of the new words, and in stage three, the teacher should give the learners practice in using the words. To make the second language word stay in the learner's mind, the teacher should show all the similarities between the native and second language word, as well as suggest associations and mnemonic devices. The importance of proper translation equivalence in vocabulary teaching is emphasized, along with the need to provide learners with more than one native language equivalent of a second language word. The teacher should also provide the learner with examples of different contexts in which the newly learned word can be used and examples of incorrect use. The examples include common translation equivalents for Polish and English words and examples of words that can be associated with other words in the same semantic way. (SW)

ED 226 616 FL 013 559

Gaye, Pape Amadou
Practical Course in Wolof: An Audio-Aural Approach.
Peace Corps, Washington, D.C.
PUB DATE- Dec 80
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- African Languages; *Audiolingual Methods; Autoinstructional Aids; Cultural Education; Dialogs (Language); Grammar; Listening Comprehension; *Second Language Instruction; Vocabulary; *Wolof
IDENTIFIERS- Audioinstructional Programs; *Senegal

This text is aimed at those interested in learning the Wolof language, the most widely used language in Senegal, spoken by more than 80% of the Senegalese and Gambian people. This manual can be best used under the following conditions: (1) the instructor is Wolof born or speaks the language fluently, (2) the course is taught in intensive or semi-intensive sessions (a minimum of 3 hours per day), (3) the audio-aural method of teaching is used (with exclusive use of Wolof in the classroom), and (4) the class is small with a maximum of seven students. This manual can also be used by those who would like to learn Wolof individually or with the help of an informant or tutor. The chapters are organized in "themes" which allows students who already have some knowledge of the language to skip chapters and go directly to the lessons they are interested in. A typical chapter includes an introduction of new material, presentation of dialogue, grammar, cultural information, written exercises, and vocabulary words. A Wolof-English glossary of 2,500 words is appended. (NCR)

ED 226 802 JC 830 113

Lucas, John A.
Student Characteristics as Compared to the Community Profile, 1981-1982. Volume 12, Number 1.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 16 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Community Characteristics; Community Colleges; Continuing Education; *Enrollment Trends; Questionnaires; School Surveys; *Student Characteristics; Student College Relationship; Student Educational Objectives; Student Employment; Two Year Colleges; *Two Year College Students

A study of students enrolled at William Rainey Harper College (WRHC) in fall 1981 was conducted to obtain demographic data and information on students' goals and relationship with the college, and to compare student data with community demographic data. A random sample of 500 traditional credit and 300 continuing education students was surveyed by mail and telephone. Study findings, based on responses from 93% of the credit students and 82% of the continuing education students, included the following: (1) in fall 1981, WHRC enrolled 3.1% of the district population in degree credit programs and 1.9% in continuing education offerings; (2) 63.8% of the credit students were employed full-time--the lowest percentage since 1974; (3) 33.8% of the credit students were living with their parents, compared to 27.2% in 1978, 28.1% in 1979, and 30.4% in 1980; (4) a significantly higher percentage of all responding students were searching for a new field or were planning to transfer to another college after leaving WRHC than in previous years; and (5) 32.5% of the credit students and 28.7% of the continuing education students had learned about the college through living nearby or seeing the college, while friends or relatives were the primary source of information about WRHC for 30.2% of the credit students and 19.1% of the continuing education students. The bulk of the report consists of data tables providing detailed results. The survey instrument is appended. (Author/HB)

ED 226 816 PS 013 288

Hymes, James L., Jr.
A Look at 1982. Early Childhood Education: The Year in Review.
PUB DATE- 83
AVAILABLE FROM- Hacienda Press, Box 222415, Carmel, CA 93922 (Paper, $2.50; payment must accompany order).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Childrens Television; Day Care; *Early Childhood Education; Federal Legislation; *Federal Programs; *Financial Support; *Professional Associations; *Publications
IDENTIFIERS- Reagan Administration

Key events in the area of early childhood education taking place during the year 1982 and having implications for young children in the United States are summarized in this booklet. Among the several important events briefly described are the establishment of the Children's Defense Fund (a private organization supported by foundations and corporate grants), a 3-year grant awarded to the Bank Street College of Education for continuing the Child Development Associate National Credentialing Program (CDA), the impact of the Reagan administration's economic policy on local and state educational organizations and programs, and the publication of various materials important to the study of early childhood education. (MP)

ED 226 832 PS 013 367

Teleki, Jane K.; And Others
Parents' and Children's Reports of Parental Behavior in Divorced and Married Families.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; *Birth Order; *Childhood Attitudes; *Child Rearing; Children; Discipline; Divorce; Fathers; Mothers; One Parent Family; Parent Child Relationship; *Parent Role; *Perception; *Siblings
IDENTIFIERS- *Parent Behavior

The possibility that interfamilial and intrafamilial differences exist in children's reports of parental childrearing behavior was investigated. Subjects were members of 29 families in which divorces had taken place and 30 families in which marriages were intact. Each family had two children. Individual family members' responses to the 56-item six-scale version of Schaefer's (1965) Child's Report of Parental Behavior were obtained from 59 first-born and 59 second-born siblings, 29 divorced mothers, and 30 married mother/father pairs. Three dimensions of childrearing behavior assessed by the measurement instrument (acceptance, psychological control, and lax discipline) were the dependent variables for the study. For each dimension of parental behavior, analyses were computed for differences between divorced and married families and for differences between dyads within each type of family. Data from fathers in divorced families were not obtained. A major finding of this study was that children in both types of families reported both their parents as rating relatively high on the dimension of acceptance. For this group, then, there was no support for the stereotype that children whose parents are divorced feel rejected by their parents. Additional findings are discussed. (RH)

ED 226 895 RC 013 870

Revised Report on the Definition of Indian. A Study of Alternative Definitions and Measures Relating to Eligibility and Service Under Part A of the Indian Education Act.

Department of Education, Washington, DC.

PUB DATE- 30 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *American Indian Education; *American Indians; Census Figures; *Definitions; Elementary Secondary Education; *Eligibility; *Enrollment; *Ethnicity
IDENTIFIERS- *Indian Education Act 1972

Using new information from the 1980 census and data from a special study of Indian Student Certification Forms in 1982, this revised report was submitted in lieu of the initial 1982 Report to Congress on the Definition of Indian. The report presents estimates which respond to the following points in the statutory mandate: number of Indian children eligible and served under part A of the Indian Education Act; consequences of eliminating descendants in the second degree; and options for changes in the definition and their consequences. The report reaches two major conclusions concerning the relation of definitions to counts of Indian children: the term Indian has no singular meaning and efforts to stabilize Indian counts by means of added precision in the questions relied on for identifying Indian children are likely to have just the opposite effect. The appendices provide an analysis of defects in the estimates contained in the 1981 Report on the Definition of Indian; a description of the special study of the Indian Certification (506) Forms; an evaluation of the 1980 census data on Indians; and 10 detailed State tables pertaining to Indian children enrollment. (ERB)

ED 226 551 EC 151 033

Johnson, Marilyn Kay
Issues and Opinions on Special Education Certification in the State of Alaska. Revised.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Accreditation (Institutions); *Disabilities; Elementa
Secondary Education; *Special Education; *State Standards; State Surveys; *Teacher Certification; *Teacher Education
IDENTIFIERS- *Alaska

A survey of agencies and persons involved with the education of handicapped students in Alaska was undertaken to examine state practices in teacher certification. A review of the literature on such issues as accreditation, certification, endorsement and competency based certification across the country was performed. Alaska state laws and regulations regarding certification procedure are reviewdd. Results of the surveys supported the need for a statewide special education certification program, changes in recertification requirements, less emphasis on categorical organization of teacher education programs, regular education exposure for special education teachers, examination of certification waiver, more clear articulation of the relationship between inservice training and recertification, and more consumer involvement in Alaska's program accreditation process. (CL)

ED 226 585 FL 013 481

Transitional Bilingual Education in Illinois. Program Summaries and Selected Program Overviews, 1980-1981.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Bilingual Education Programs; Case Studies; Elementary Secondary Education; Language of Instruction; Limited English Speaking; *Program Descriptions; Program Evaluation; *Transitional Programs
IDENTIFIERS- *Illinois

Individual summaries of each of the 76 Illinois school districts with state-funded transitional bilingual education programs are presented. Each summary provides information on the number of students, language groups served, funding, grades served, staffing, number of school buildings, number of students in each language proficiency category, language tests utilized, and program highlights. In addition, more in-depth information on program variables, inservice activities, parent involvement, and student identification and assessment is reported for five selected districts. These districts were selected for case studies to represent urban, suburban, and rural programs of various sizes and models. The case studies involved site visits which include observations of curriculum, teaching methods, assessment practices, program philosophy, staff coordination, and program strengths and weaknesses. (RW)

ED 226 644 HE 015 902

Bailey, Janet
Higher Education General Information Survey. Summary Report, 1980.
Publication #12875-53-400-7-82-CR.
Massachusetts State Board of Regents of Higher Education, Boston.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- College Faculty; College Students; *Degrees (Academic); *Enrollment Trends; *Full Time Faculty; *Higher Education; Majors (Students); Minority Groups; Private Colleges; Race; School Surveys; Sex; State Colleges; State Surveys; *Student Characteristics; Tenure; Two Year Colleges
IDENTIFIERS- *Higher Education General Information Survey; *Massachusetts

An overview of Massachusetts public and private colleges, and institutional data from the 28 public colleges and universities supported by the state and the three public, nonstate supported two-year colleges are presented. Based on the Higher Education General Information Survey (HEGIS), data are presented on fall 1980 student enrollments, racial/ethnic characteristics of students, degrees granted (1979-1980), and full-time faculty. The enrollment and degree data are broken down by sex. The fall 1980 headcount enrollment statistics are presented in various formats, separating full- and part-time students, undergraduates, graduates and first professionals; and classified and unclassified students. The data are presented by institutional level (two-year, four-year, and university) and by sector (public/private). Degrees are listed according to the HEGIS classification system, which includes seven major fields of study for reporting associate degrees; 24 fields for bachelor, masters, and doctoral degrees; and 10 fields for first professional degrees. The faculty data are presented by type of employing institution and level and are differentiated by the number and tenure rate of men and women. Appended materials include a list of the institutions and the HEGIS Degree Classification. (SW)

ED 226 659 HE 015 927

Kahn, Ethel D.
The Psycho-Social Dimensions of the Equity Struggle in Academe.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Discrimination; *College Faculty; *Emotional Experience; *Employment Practices; *Faculty College Relationship; *Grievance Procedures; Higher Education; Interprofessional Relationship; Personnel Policy; Psychological Patterns; Sex Discrimination; *Teacher Attitudes; Teacher Dismissal; Teacher Employment; Tenure
IDENTIFIERS- Faculty Reappointment

The psychosocial dimensions of filing grievances in academia were studied, along with faculty members' views of the experience, factors contributing to success or failure, the effect of age and sex, and effectiveness in achieving sex equity. Questionnaire responses were obtained from 41 grievants at a major eastern university. Fifty-four percent were male and 46 percent female; 44 percent were between 40 and 50 years old, 29.3 percent were below 40, and 27 percent were over 50. All of the cases pertained to procedures for reappointment or tenure. Respondents rated the support they received from immediate family, male and female colleagues, friends, and the faculty organization. Using a 14-item semantic differential, respondents selected between bipolar adjectives that best expressed their feelings about themselves during the grievance. It was found that filing a grievance is a isolating process that brings little support from colleagues, and that grievants pay a very high price psychologically and professionally, particularly during the grievance process, and the trauma often continues for some time. Only 26.8 percent of the females claimed minority status as women, although 39.1 percent identified sex discrimination as an issue in their grievance. Comments of respondents are included. (SW)

ED 226 674 HE 015 942

VanderMeer, A. W.; Lyons, M. D.
Opinions of Professors of Journalism Regarding the Liberal Arts in Journalism Curriculums.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- College Curriculum; College Faculty; Comparative Analysis; Degree Requirements; Elective Courses; Higher Education; *Journalism Education; *Liberal Arts; *Professional Education; *Relevance (Education); *Student Interests; *Teacher Attitudes; Trend Analysis

Attitudes of journalism faculty members regarding liberal arts in the journalism curriculum are described, based on the results of a 1976 survey of 5,948 faculty members in nine professional program areas. Comparisons are also made to 1958 survey findings. As a group, the journalism faculty were more favorable in general toward liberal studies than were the other eight professional faculties. A trend appearing since 1958 is that journalism faculty in increased numbers expressed curricular preference for those liberal studies that have relevance to journalism. This trend was evident in the other eight professions as well. The journalism faculty also felt that liberal studies should be allocated a lesser proportion of curricular time relative to that allocated to professional studies. At the same time, there is a trend toward taking the interests and aspirations of individual students into account in establishing academic requirements for professional programs. The faculty expressed an increased reluctance to retain extensive lists of required subjects, and a corresponding press toward making both the selection and time of scheduling of specific liberal arts subjects at the option of students, and presumably, their academic advisors. (SW)

ED 226 688   HE 015 969

Green, Kenneth C.
Government Support for Minority Participation in Higher Education.
AAHE-ERIC/Higher Education Research Report No. 9, 1982.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 400-77-0073
AVAILABLE FROM- American Association for Higher Education, One Dupon
Circle, Suite 600, Washington, DC 20036 ($5.00 each, members; $6.5
each, nonmembers).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Academic Persistence; *Access to Education; *College Students; Educational History; Federal Aid; Federal Legislation; Financial Problems; *Government Role; *Higher Education; *Minority Groups; *Public Policy; Retrenchment; State Aid; *Student Financial Aid
IDENTIFIERS- Higher Education Act of 1965 Title III

Current levels of federal and state support to increase access to higher education and the barriers now being faced are considered, based on a Higher Education Research Institute report. The postwar transition from elite to mass to universal higher education has beer accompanied by major changes in government support. State governments have supported the growth and expansion of public postsecondary systems, while federal policy has focused on removing the financial and nonfinancial barriers to college access and degree attainment. It is suggested that major federal categorical programs designed to assist minority students and minority institutions have generally had positive impacts and benefits, including improved access. However, the issue of choice is not fully resolved. Special programs for access and persistence do improve access and retention, but they fall short of their stated goal of improving academic performance, and institutional aid remains controversial. The challenges of the 1980s will be for state, federal, local, and institutional officials to cooperate in developing better programs that promote participation for minorities. Attention is also directed to Title III of the Higher Education Act of 1965 and the Reagan Administration's funding cuts for education. An extensive bibliography is included. (SW)

Media Center: Operations Handbook.
Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DS-Manual-2930.2
PUB DATE- 6 Jul 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Cataloging; Elementary Secondary Education; Glossaries; *Learning Resources Centers; *Library Administration; Library Instruction; Library Planning; Library Technical Processes; *Media Specialists; *School Libraries
IDENTIFIERS- Department of Defense; *Dependents Schools

This guide to basic technical procedures recommended in the operation of within-school media centers is intended for all Department of Defense Dependent Schools (DoDDS) media specialists, clerks, aides, and technicians. The first four sections refer to the general media program functions identified in the related manual, "A is for Apple: Educational Media Program Functions and Student Objectives": (1) acquisitions, including the DoDDS media center selection policy, collection assessment, challenged material policy, collection goals, material selection, gifts, audiovisual equipment life-expectancy, and ordering procedures; (2) organization, covering the Dewey Decimal System, card catalogs, cataloging and processing, the shelf list, circulation, filing, shelving, weeding, the vertical files, materials and equipment maintenance, inventory, the DoDDs media center annual report, and the regional directory of media center personnel; (3) instruction, including orientation, media skills development, scheduling, and inservice guidelines; and (4) coordination and administration providing information on media center objectives, staff functions and staffing, budget goals, planning, public relations, and facilities. Remaining sections include a glossary, a 4-page bibliography of selection and cataloging aids, and addresses of sources listed in the bibliography. (LMM)

ED 226 731 IR 050 056

Long, Philip L.
Study and Preparation of Message Text Formats for NTAG.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.; National Commission on Libraries and Information Science, Washington, D. C.; National Science Foundation, Washington, D.C.
PUB DATE- 1 Feb 78
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Computer Programs; Computers; Databases; *Indexes; Information Networks; Information Retrieval; Information Science; *Information Systems; Library Automation; *Library Networks; Library Technical Processes; *Online Systems; Search Strategies; *Standards
IDENTIFIERS- *Computer Networking Research; *Message Text Formats

Prepared for consideration by the Network Technical Architecture Group (NTAG), a subcommittee of the Library of Congress (LC) Network Advisory Group, this document describes the study and development of text formats for the message delivery system of a nationwide library bibliographic network. Following a discussion of network considerations of the National Commission on Library and Information Science (NCLIS)/National Bureau of Standards (NBS) end to end computer protocol, an explanation is given of 13 command codes, 4 status codes, and 7 response codes which could be used to communicate between the many different types of computers in the proposed nationwide network. The key structure of search arguments is then identified for index types used by eight online bibliographic utilities or libraries with online systems, including: LC, the National Library of Medicine (NLM), OCLC, the University of Chicago, the Washington Library Network (WLN), Northwestern University, the New York Public Library, and BALLOTS. In order to facilitate cross-system comparison, the key structure of search arguments is also presented by type of file index. Author/title, CODEN, corporate/conference name, International Standard Book Number (ISBN), International Standard Serial Number (ISSN), LC classification number, personal name, subject, and title indexes are included. Finally, network standard search argument syntaxes are suggested for each type of index. (ESR)

ED 226 788 JC 830 087

Henard, Kay F.; Adelman, Stanley I.
Selected Financial and Enrollment Data: Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrators; College Faculty; *Community Colleges; Credit Courses; Degrees (Academic); *Educational Finance; *Educational Trends; *Enrollment Trends; Expenditures; *Facilities; Postsecondary Education; Salaries; State Surveys; Student Characteristics; Student Teacher Ratio; Tuition; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Maryland

The historical and descriptive data provided in this report offer an overview of enrollments and finances in the community colleges of Maryland. Section 1 reviews enrollments in postsecondary education between 1955 and 1982, percentages of residents enrolled in colleges by city or county, birth rates between 1961 and 1981, and actual and projected figures on high school graduates from 1979 to 1991. Section 2 includes credit enrollment data by college, student status, race, and residence; statistics on full-time equivalent (FTE) enrollments and changes between 1978 and 1982; and continuing education registrations and enrollments for 1982. Section 3 covers revenues and expenditures, including the cost of administering state aid to the community colleges; sources of current revenue; expenditures by function, object, and per FTE student; percentage distribution of operating expenses; and sources and distribution of restricted and unrestricted revenues for 1982. Section 4 lists degrees and certificates awarded by Maryland community colleges between 1978 and 1982 by college, types of award, and program area. After section 5 provides a breakdown of academic and administrative salaries and benefits (e.g., medical and life insurance and sabbatical, annual, and sick leaves), section 6 presents data on physical facilities including land, equipment, and building assets, and the organization of the State Board for Community Colleges. (HB)

ED 226 849 PS 013 388

Leichter, Hope Jensen; Hamid-Buglione, Vera
An Examination of Cognitive Processes in Everyday Family Life.
Columbia Univ., New York, NY. Elbenwood Center for the Study of the Family as Educator.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-79-0177
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Blacks; *Cognitive Processes; Ethnography; *Family Life; *Hispanic Americans; Home Management; Recordkeeping; Religio Factors; *Research Methodology; Research Needs; Research Problems; Working Class
IDENTIFIERS- Entertainment; Grounded Theory; Rationality; *Social Interaction

An exploratory study making use of ethnographic and grounded theo methods was carried out with two Hispanic and two Black American working-class families. Exploration focused on how cognitive processes taking place in the natural setting of the family can bes be understood. In order to uncover the intellectual interactions that take place in the course of everyday activities, several areas of household activity were examined, including household management entertainment, religious and special interest activities, and famil record keeping. This report presents extracts of the field material as a basis for considering levels of data in ethnographic texts and indicates how these data may increase understanding of the many layers of experience and communication within families. The report suggests, first, that examination of family members' everyday routine analysis of social behavior and education--members' "everyday social science"--is a useful approach to understanding cognitive or intellectual processes. Second, the analysis indicates that the interactional view of educative styles and agendas can be augmented through closer examination of the characterizations which family members make of each other with respect to their educative styles and agendas, as well as through an examination of pedagogic styles and agendas. In conclusion, some reflections are offered about the conditions under which ethnographic and grounded theory methods are appropriate. (RH)

ED 226 864 PS 013 409

Allen, K. Eileen
The First Days of School: Helping Young Children Adapt to Their Fir
Group Experience.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adjustment (to Environment); Early Childhood
Education; *Educational Environment; *Individual Needs; Learning
Experience; *Parent Participation; *Teacher Role; *Young Children

Initial adaptation to the preschool or day care program is essential to the child's ultimate ability to make maximum use of th learning experiences made available each day. A well-planned initia visit (in which interest in coming back to school and a beginning rapport is established) followed by a carefully timed and individualized adaptation period over the first week or two of school enables most children to adapt readily to this new experience. Helping parents be a part of this process, thus providing the child with some "known" elements in the new environment, is another important component in the child's learning to adjust to the school situation. Finally, making sure that the child comes to perceive the teacher as the source of many "good" things as well as a source of consistently held limits allows a child to develop a sense of trust and security in this very new environment, in which expectations are often quite different from those the child has encountered before. (MP)

ED 226 880 RC 013 850

Tippeconnic, John W.
An Analysis of the Office of Indian Education (1978-1980).
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Historical Materials (060)
DESCRIPTIONS- *Administrative Change; American Indian Education; *Employee Attitudes; *Federal Government; Job Satisfaction; *Organizational Communication; *Power Structure; *Program Administration
IDENTIFIERS- *Office of Indian Education

The Office of Indian Education (OIE) is a classic example of what happens when a new element or force is introduced in a bureaucratic structure and attempts to propose and implement change in the behavior of individuals in the organization. OIE was administered and functioned from the beginning in a loose and non-directive manner, and within the U.S. Office of Education (USOE) (before the Department of Education), OIE operated as a step-child. OIE continually received high visibility and high interest from internal bureaucrats, yet received low priority when resources were allocated. Procedures, formats, and directions changed in midstream. At times USOE/ED policy was unclear and confusing to implement. Key OIE personnel functioned in so many acting capacities that they were taxed to the limit. New leadership (Dr. Gipp) advocated and practiced the concepts of quality, responsiveness, program improvement, accountability, effective management, and change and then consistency, but the total resource capacity of OIE was so committed that the scope for new initiatives (change) was zero or even negative. Although management instituted changes to address program improvement, educational specialists became so involved with grant maintenance and compliance issues that no time was left for real educational assistance. OIE did, however, accomplish its major objectives. Seven recommendations conclude the paper. (BRR)

ED 226 746 IR 050 114

Booms, Hans
Audiovisual Materials in Archives--A General Picture of Their Role and Function.
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Archives; Films; Institutional Cooperation; International Organizations; *Nonprint Media; Photographs; Preservation
IDENTIFIERS- Archivists

Delivered on behalf of the International Council of Archives (ICA), this paper briefly discusses the challenge inherent in the processing and preservation of audiovisual materials, the types of media included in the term audiovisual, the concerns of professional archivists, the development and services of archival institutions, the utilization of audiovisual archives, and the need for cooperation among existing archival institutions. (ESR)

ED 226 535 EC 151 013

Kojima, Yoko, Ed.; And Others
Disabled People in Japanese Community.

Japan Council for the International Year of Disabled Persons, Tokyo.
PUB DATE- 81
AVAILABLE FROM- Japan Council for the International Year of Disabled Persons, 13-15, 3-chome, Higashi Ikebukuro, Toshima-ku, Tokyo, 170 Japan ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTIONS- Adults; *Disabilities; Elementary Secondary Education; *Employment; *Foreign Countries; Legislation; Policy Formation; Special Education; *Vocational Rehabilitation
IDENTIFIERS- *Japan

The volume is intended to give readers a glimpse of the day-to-day life of disabled people in Japan. Eight brief papers present life experiences of a mentally retarded preschooler, severely disabled children, a child with muscular dystrophy, a young girl with polio living in the community, visually disabled and recovering mentally ill people receiving vocational training, a hearing impaired worker in a subway arcade shop, and a Down's syndrome man working in a laundry. The second part of the booklet describes services and programs (including education, income security, and employment) widely used by disabled persons in the community. A final section touches on such issues as legislation, participation of disabled people in policy development, and professional training. (CL)

ED 226 617 FL 013 561

Singler, John Victor; And Others
An Introduction to Liberian English.
Michigan State Univ., East Lansing. African Studies Center.; Peace Corps, Washington, D.C.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- African Languages; *Cultural Education; Dialogs (Language); Grammar; Language Variation; *Listening Comprehension; *Nonstandard Dialects; *Second Language Instruction; Standard Spoke Usage; Vocabulary
IDENTIFIERS- *English (Liberian); *Liberia

The aim of this text is to introduce Liberian English, which includes the many varieties of English spoken by Liberians, to Peace Corps volunteers. The text is divided into two sections. The first part talks about Liberian English, while the second part uses Liberian English to describe aspects of contemporary Liberian culture. Part one contains discussions of the histories, varieties, pronunciation, and grammar of Liberian English. Where possible, differences from variety to variety of Liberian English with regard to pronunciation and grammar are noted. Part two of the text concentrates on "mainstream" Liberian English (referred to as vernacular Liberian English), particularly as it is spoken in Monrovia. Emphasis is on understanding the type of English widely used in informal contexts by people who have gone to Western schools. The aim of the text is to facilitate volunteers' understanding of the language; there is no emphasis on learning to speak the language because of the Liberian attitudes toward varieties of Liberian English other than Liberian Standard English. (NCR)

ED 226 630 HE 015 603

Pile, Wilson, Ed.
Massachusetts Higher Education in the Eighties: Manpower and the Economy. A White Paper. The Alden Seminars.
Association of Independent Colleges and Universities of Massachusetts.; Massachusetts Univ., Boston. Center for Studies in Policy and Public Interest.
SPONS. AGENCY- Alden (George I.) Trust, Worcester, MA.; Ford Foundation, New York, N.Y.
PUB DATE- Jun 82
AVAILABLE FROM- University of Massachusetts, Center for Studies in Policy and the Public Interest, The Library, Harbor Campus, Boston, MA 02125.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Students; *College Role; *Continuing Education; Cooperative Programs; Economic Factors; Educational Change; *Education Work Relationship; Employment Projections; Futures (of Society); *Higher Education; Industrial Training; *Labor Force Development; Position Papers; *School Business Relationship; Staff Development
IDENTIFIERS- *Massachusetts

A position paper concerning the role of colleges and universities in corporate education, which was prepared for the Alden Seminar on Higher Education, is presented. In addition, a brief overview is presented of the April 1982 Alden Seminar meeting, which examined the current situation of higher education, particularly in regard to higher education in Massachusetts. In "The Interdependence of Employment and Education," Ernest A. Lynton considers the following areas: the importance of human capital, the rise of corporate education and training, the need for more academic involvement in corporate education, the need for change in colleges and universities as well as in employee training, the need for continuous manpower planning in view of uncertainties of the future, the implications of demographic changes, the need to broaden employee education to include liberal arts; and educational and policy issues that need to be addressed by higher education and business. Two projects to enhance business-education cooperation are also described: a brokerage mechanism for the Boston metropolitan area and an educational telecommunications network. Information is presented on seminar participants. (SW)

ED 226 702 IR 010 579

Solomon, Henry; And Others

Content and Effect of Children's Commercials.

PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Rating Scales; *Childrens Television; Content Analysis; Identification (Psychology); Mass Media Effects; *Role Models; *Television Commercials; Television Research; *Television Viewing
IDENTIFIERS- *Consumers

The 3 studies described in this paper focused on the image of the child in television advertising directed toward children between the ages of 2 and 11. Using an analysis code containing 16 operationally-defined categories, the first study analyzed the behaviors of children depicted in 37 commercials for toys, food, and clothing from Saturday morning children's programming. Results showed a predominance of white male characters and toy advertisements, and consumer behavior depicted as happy, extroverted, and primarily pro-social, but not assertive or creative. Study 2 analyzed 135 commercials from weekday afternoon children's programming from 1979 and 1980. The predominance of toy commercials and of white males (except for 1980) reflected both earlier studies and the first study. In the third study, 75 children from two New York schools in grades 1 through 3 were individually interviewed concerning their perceptions of the children portrayed in television commercials. Overall, these studies indicate that the child actors in commercials are presented as happy, and that even first grade subjects recognize this happiness. From grades 1 through 3, subjects showed increasing sophistication in understanding some aspects of the reality of commercials, but this sophistication was related only weakly to their desire for specific products and not related at all to their feelings that toys and clothes bring happiness. Ten references are included. (LMM)

ED 226 761 IR 050 130

International Congress on Universal Availability of Publications (Paris, France, May 3-7, 1982). Main Working Document. Including Annotated Programme and Summary.

International Federation of Library Associations, The Hague (Netherlands).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- PGI-82/CONF.401/COL.2; PGI-82/UAP/2
PUB DATE- 22 Mar 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTIONS- Cooperation; Depository Libraries; *Information Needs; Interlibrary Loans; International Organizations; *International Programs; International Relations; *Libraries; Library Acquisition; National Programs; Nonprint Media; *Publications; Publishing Industr
IDENTIFIERS- Access to Information; Electronic Publishing; *Universal Availability of Publications; *User Needs

An annotated conference program, a narrative summary of the main document, and a detailed list of items and recommendations for conference consideration comprise this working document for the 1982 International Congress on Universal Availability of Publications (UAP). An introductory presentation outlines the structure of the Congress and defines the concept and scope of UAP, which includes printed, audiovisual, and electronically-published materials. Subsequent chapters consider five issues related to UAP: (1) publication access and availability to users, including methods of evaluating user information needs and the orientation of professional information training towards concepts of publication use and availability; (2) the production and supply of publications, including aspects of authorship, printing, publishing, copyright, and distribution; (3) acquisition policies and practices, including the development of systematic national acquisition policies and the requirements and mechanics of effective systems; (4) the organization of publication repositories and their links with acquisition and interlending systems; and (5) national and international interlending, including levels of satisfaction with interlending, speed of supply, and cost factors. A summary list of ideas notes the need for national information planning and development, for international cooperation in the provision of publications, and for further research into UAP. Various model systems and lists of recommendations are proposed throughout the working document. (ESR)

ED 226 774 JC 830 052

Strand, Alex

Governor's Special Grant Annual Status Report: Coordination and Linkage with Education, Social, and Welfare Agencies in Carteret County.

Carteret Technical Coll., Morehead City, NC.

SPONS. AGENCY- North Carolina Governor's Office, Raleigh.

PUB DATE- 20 Nov 80

CONTRACT- 0-3495-6032

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Agency Cooperation; Community Colleges; *Community Coordination; *Cooperative Programs; *Economically Disadvantaged; Employment Opportunities; Employment Programs; Program Descriptions; School Business Relationship; Two Year Colleges

In 1980, a project was conducted in Carteret County to: (1) establish linkages among human service delivery agencies, educational institutions, and employment and training programs; (2) use these linkages to facilitate the identification of disadvantaged and handicapped individuals who could benefit from vocational training; and (3) contact area business and industry to identify skill shortage areas and develop job opportunities for training program participants. The project's objectives were accomplished by the project staff and the Carteret County Employment and Training Interagency Committee, composed of representatives from various local and state governmental, social service, and employment agencies. The Committee identified displaced homemakers, single parents, public assistance recipients, veterans, offenders, and the handicapped as priority target groups, and provided outreach and referrals into training programs. Existing data sources, and contacts with business and industry revealed that immediate employment and training opportunities existed for general maintenance and diesel mechanics, bookkeepers, nurses and nurses' aides, medical secretaries, cashiers, and quantity cooks. Employers also expressed support for programs that would improve the basic skills of job applicants. While the project did not actually enroll participants, many economically disadvantaged individuals benefitted from the increased agency coordination and Committee referrals. (DAB)

ED 226 803 JC 830 114

Lucas, John A.
Study of Students Who Withdrew from Courses, 1979-1982. Volume 12, Number 2.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 1 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Community Colleges; Courses; *Dropout Attitudes; *Dropout Characteristics; Dropout Research; Questionnaires; School Holding Power; School Surveys; Student Characteristics; Student College Relationship; *Student Problems; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

A study was conducted at William Rainey Harper College (WRHC) to obtain a profile of degree students who withdrew from courses at the college between 1979 and 1982. Study findings, based on forms completed by 10,148 of the 29,410 students who withdrew from courses during this period, included the following: (1) 11.5% of all course enrollments resulted in official course withdrawals; (2) students under 25 years of age were more likely to withdraw than students over 25 (13.1% vs. 8.0%); (3) the most frequently cited reasons for withdrawal were personal (16.5%), inconvenient class times (15.2%), course objectives unrelated to student needs (14.5%), and course load too heavy (12.8%); (4) 32.3% of the reasons for withdrawal were beyond WRHC's control; 59.2% of the reasons involved factors over which the college had some control; and in 8.5% of the cases, WRHC was the primary cause of withdrawal; (5) 21.4% of those withdrawing from courses left the college altogether, though two-thirds of this group had definite plans to return to WRHC; (6) 43.5% of the students who withdrew from courses had never consulted a counselor; and (7) a lower proportion of students withdrew during the summer sessions than the fall or spring sessions. The bulk of the report consists of data tables detailing findings. The student withdrawal form is appended. (Author/HB)

ED 226 817 PS 013 306

International Consultation on Pre-School Education (Paris, France, November 23-27, 1981). Final Report.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.
REPORT NO.- UNESCO-ED-81-Conf.605-Col.4
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Developed Nations; Developing Nations; *Educational Planning; Educational Policy; Educational Trends; *Global Approach; International Organizations; Outcomes of Education; *Preschool Education
IDENTIFIERS- UNESCO

In November of 1981, an International Consultation on Preschool Education was organized by UNESCO with the cooperation of UNICEF. This consultation was implemented at a stage when the experiences of the past 10 years were in need of evaluation to enable the UNESCO preschool education program to move toward a more comprehensive approach to meeting children's needs, especially in the context of limited resources. Objectives of the consultation were (1) to examine the situation of preschool education in the world over the past 10 years in terms of, among other factors, the needs expressed, problems identified, results achieved, trends materializing, difficulties encountered, and growth anticipated; (2) to review national strategies contributing to a global approach that have been put into practice in the course of the past decade and that take account of the socioeconomic conditions and cultural traditions of the countries concerned; and (3) to present the director general of UNESCO with specific recommendations concerning priority areas for medium- and long-range activities at the national and international levels, as well as to describe UNESCO's contribution to the development of these relevant strategies. (Results of actions taken to attain these objectives constitute the main sections of the report.) (RH)

ED 226 833 PS 013 368

Parker, Jane E.; Johnson, Candine E.
Affecting Achievement Motivation.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Achievement Need; Children; *High Achievement; *Low Achievement; *Modeling (Psychology); Play; Success; Teacher Role
IDENTIFIERS- Parenting

While children approach performance situations with different combinations of motives, parenting and teaching practices can influence the development of each child's achievement behavior. Because achievement motivation is learned, and its development begins early in life with a critical stage during early childhood, it is necessary that pertinent experiences during these years be identified and planned to maximize development of achievement motivation. Active involvement, coping with frustration, self-challenges, and self-evaluation are some of the behaviors parents and teachers should model to influence children's striving to achieve. It is also important to teach children how to be successful and how to set standards that can be reached. Participation in play and sport is one effective way children can develop achievement tendencies. In order to help low achievers experience the joy of realizing their potential, teachers and coaches can manipulate the probability of success and the incentive structure of a task. Positive behavior must be rewarded, and teachers and parents should help children acquire the ability to set realistic goals, reinforce themselves for hard work, and evaluate their ability and effort. Children enjoy participating in activities if they believe they will be successful; their beliefs are based on past experiences and on others' reactions to these experiences. (RH)

ED 226 910 RC 013 886

Emergency Manual. Resident Outdoor Environmental Education School 1982-1983.

Orange County Dept. of Education, Santa Ana, Calif.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Accidents; *Emergency Programs; *First Aid; Injuries; Maps; *Outdoor Education; Poisoning; Records (Forms); *Resident Camp Programs; *Safety

IDENTIFIERS- *Orange County Outdoor School CA

The emergency manual for the Orange County Outdoor School provides phone numbers, procedures, safety rules, and plans in case of an emergency. Phone numbers are listed for fire and medical emergencies, police, and highway department. General emergency procedures are outlined in case of fire, vandalism, accidents, illness, power failure, animal bites, earthquake, flood, and storm. General safety regulations include crossing the highway, use of hand tools, and what to do if a major accident or injury occurs. Forms for accident report, industrial injury medical service order, and supervisor's report of employee injury are included. Procedures and plans are described for bus evacuation, fire, attack/earthquake, flood, search and rescue, food poisoning or camp epidemic, and rattlesnake or spider bite. (ERB)

ED 226 926 RC 013 903

Valdez, Armando
Summary Findings for Summer 1980 Mini-Corps Outdoor Education Program.
California Mini Corps, Oroville.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; Comparative Analysis; Elementary Education; Mastery Tests; *Migrant Education; *Outdoor Education; *Program Effectiveness; Spanish Speaking; Teacher Effectiveness; *Teacher Evaluation; Teacher Supervision; Test Construction

The evaluation aimed to develop and field test measurement instruments to assess student achievement and program performance. The former evaluation goal was designated greater priority during the 1980 summer term, with the intent of shifting priority to program performance the next year. A mastery test, designed to assess student performance, was field tested at six California Mini-Corps Outdoor Education camps operated during the summer. The field test was conducted to answer three basic questions: Can the test be administered in 20 minutes? Do test items appropriately measure student knowledge of specified concepts and terms? How do outdoor education students perform on the mastery test compared to similar students not participating in the outdoor education program? The test was administered to 837 migrant students receiving camp experience and to 249 students attending the same feeder elementary schools but receiving no camp experience. Results demonstrated significantly higher scoring levels for students receiving camp experience. Related results demonstrated lower average scores for Spanish speaking students even though the tests were administered in Spanish versions for them. Supervisor ratings of teacher assistant performance (7 team leaders rating 66 teacher assistants) tended to be high and at levels generally expected for Mini-Corps assistants. (NQA)

ED 226 520 EC 150 684

Kaskowitz, David H.
Validation of State Counts of Handicapped Children. Volume II--Estimation of the Number of Handicapped Children in Each State.
Stanford Research Inst., Menlo Park, Calif.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
REPORT NO.- SRI-P-URU-5830
PUB DATE- Sep 77
CONTRACT- 300-76-60513
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Federal State Relationship; Handicap Identification; *Incidence; *Research Methodology; *Statistical Data
IDENTIFIERS- *Education for All Handicapped Children Act

The booklet provides detailed estimates on handicapping conditions for school aged populations. The figures are intended to help the federal government validate state child count data as required by P.L. 94-142, the Education for All Handicapped Children. Section I uncovers the methodology used to arrive at the estimates, and it identifies the sources used to generate statistics as well as the methods used for developing them. Section II, the bulk of the document, presents four sets of estimates based on variation in prevalence by race and poverty level. Extensive tables depict information for each state and the United States by nine handicapping conditions: mental retardation, partial hearing, deafness, speech impairments, visual handicaps, serious emotional disturbance, orthopedic impairments, other health impairments, and specific learning disabilities. Statistics also include means, standard deviations, and minimum and maximum rates. Extensive appendixes include abstracts of data sources and papers on the epidemiology of handicapping conditions. (CL)

ED 226 569 FL 013 385

Lavine, Roberta Z.; Fechter, Sharon Ahern
Skill Specific CAI Techniques.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computer Assisted Instruction; Educational Technology
Error Analysis (Language); Feedback; *Grammar; *Language Skills;
*Learning Modules; Notional Functional Syllabi; Programed
Instruction; Review (Reexamination); *Second Language Instruction
IDENTIFIERS- *Test of English as a Foreign Language

Advantages of computer-assisted instruction (CAI) for grammar-oriented exercises are considered, and a learning module to help the student prepare for the Test of English as a Foreign Language (TOEFL) exam is described. The exercises are modeled on the TOEFL exam: the student is given a sentence, one part of which is incorrect and is asked to determine where the error lies. In the first exercises, which deal with structural points, an incorrect answer is followed by a detailed explanation of the error. Students are also offered the opportunity to review all of the areas previously covered. Next, a practice/self-testing mode provides the student immediate feedback and reinforcement. Structural exercises also incorporate the elements of speed and pacing by allowing the student to choose the number of seconds allotted to respond to each question. It is suggested that standard exercises designed for vocabulary development and reading comprehension are also well suited to CAI. Another area not traditionally associated with CAI is the practice of language functions, and notional-functional exercises developed by Meloni, Thompson, and Beley are described. Brief guidelines for developing CAI are also included. (SW)

ED 226 602 FL 013 512

Eisenstein, Miriam R.
Language Variation and the ESL Curriculum. Language in Education: Theory and Practice, No. 51.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-87281-320-7
PUB DATE- Mar 83
CONTRACT- 400-82-0009
AVAILABLE FROM- Center for Applied Linguistics, Box 4866, Hampden Station, Baltimore, MD 21211 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *English (Second Language); *Language Variation; Learning Activities; Regional Dialects; Second Language Instruction; Social Dialects; *Teaching Methods

English-as-second-language instructors should take into account the importance of context for the meaning of language and address the varieties of English that learners will encounter in their daily lives. The principal elements of language variation and their implications for learners are described for the benefit of second language teachers. These elements include register, topic, mode of discourse, speaker-listener relationships, and purpose of communicating. The teaching of notions and functions as rule-governed aspects of language, differences within language varieties, linguistic forms limited to particular domains, and regional or social dialects that learners might encounter in the target language are discussed. Classroom activities are suggested that integrate language variation into the English learning experience and provide the opportunity for contextualized practice. The exercises include dialogs and role playing, real language activities, and a technique for focusing on the differences among dialects. (RW)

ED 226 645 HE 015 906

Greenberg, Suzanne; Kaufman, Maurice
Development of an Elective Course in Cancer Prevention for Physician Assistants.
Northeastern Univ., Boston, MA. Coll. of Pharmacy and Allied Health Professions.
SPONS. AGENCY- National Cancer Inst. (NIH), Bethesda, Md.
PUB DATE- 82
CONTRACT- NCI-1-CN-95433
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Allied Health Occupations Education; *Cancer; Course Content; Course Evaluation; *Curriculum Development; *Elective Courses; Field Tests; Higher Education; *Physicians Assistants; *Preventive Medicine
IDENTIFIERS- Northeastern University MA

Northeastern University's development of an elective course on aspects of cancer prevention for physician assistants is described. Faculty addressed such problems as the selection of course content, the need to make it clinically applicable, and the design of a final product that permits replication of presentation. The course uses a variety of teaching modalities such as audiovisual presentation and self-instructional modules, and a format that permits updating of content. The course was presented at four sites in different states using several scheduling variations. Course components were systematically evaluated by students and faculty, and student examination performance was analyzed. There was consistent evidence of attainment of cognitive objectives. Acquisition and retention of information was due partly to the use of self-instructional modules with review exercises and self-tests. The final field trial of the complete course provided partial support for positive attitude change regarding the efficacy of prevention. Presentation of the course as a one-semester offering, and/or assignment of course components to other courses, were considered by participants and faculty to be satisfactory formats. (SW)

ED 226 747 IR 050 115

McNallie, Bruce
Bibliographical Instruction: Where It's At and Where It's Going.
PUB DATE- 30 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Libraries; Higher Education; Librarians; *Library Instruction; Library Research; Library Skills; Program Descriptions; State of the Art Reviews

This paper looks at the literature on library bibliographic instruction and reviews the state of the art of such instruction in college and university settings. It is divided into four sections which include: (1) abstracts of 14 representative articles on library instruction published within the last 5 years; (2) a summary of major trends, problems, and concerns addressed in this area of the library literature; (3) information on library instruction as it is actually practiced in a medium-sized, state-supported college and a small privately-supported university, both in upstate New York; and (4) an assessment of the major areas of agreement and disagreement between the library literature and the college and university librarians interviewed during the study. A striking level of agreement between the literature and actual practice was found. (Author/ESR)

ED 226 896 RC 013 871

BIA Profile: The Bureau of Indian Affairs and American Indians.
Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
PUB DATE- 81
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- American Indian Education; *American Indians; *Child Welfare; *Federal Indian Relationship; *Natural Resources; *Tribal Sovereignty; Tribes; Trust Responsibility (Government)
IDENTIFIERS- *American Indian History; *Bureau of Indian Affairs; Tribal Government

The Bureau of Indian Affairs (BIA) is profiled from its inception in 1834 to 1980. Beginning with the trust relationship between tribes and the U.S. government, particularly as relates to natural resources, various ways in which reservation economies have developed are discussed. Tribal governments' new authority and renewed ambitions for self-rule are covered as is tribal efforts at determining who is an Indian. The BIA's role in defusing tribal tensions and untangling jurisdictions is described as well as its programs for improving tribal administrative abilities. In terms of improving life for the individual, tribes and the BIA are making efforts to protect life-ways, get children off to a good start, provide education for all ages, encourage tribally run schools, furnish special social services, promote child welfare assistance programs on reservations, offer counseling and guidance for social problems, and recognize that the greatest resource of all is the Indian people. The 12 BIA area offices are featured (Phoenix, Sacramento, Muskogee, Albuquerque, Aberdeen, Navajo, Anadarko, Billings, Portland, Juneau, Minneapolis, and Eastern) with highlights of activities, successes, and problems for each area. Listings of the BIA FY 1980 budget, Commissioners of Indian Affairs from 1824-1980, and lands under BIA jurisdiction as of September 30, 1979, complete the document. (BRR)

ED 226 552 EC 151 039

Myers, Richard K., Ed.
Community Programs for the Handicapped: Proceedings of a Workshop (June 17-19, 1982).
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Community Resources; *Disabilities; Elementary Secondary Education; *Normalization (Handicapped); Workshops

The document offers proceedings of a four session workshop titled "Community Programs for the Handicapped," a program to enable participants to inventory and explore community alternatives to the institutionalization of handicapped individuals. Session 1 addresses the concept of normalization and the availability and utilization of community programs for the handicapped. Session 2 looks at provision of programs for the handicapped within the public schools and through a community agency (specifically the Easter Seal Society for Crippled Children and Adults). Problem areas interfering with the concept of normalization are outlined. A third session offers guidelines for securing and improving community programs for the handicapped. The final session discusses the three major principles of normalization: integration, self determination, and normal risk. Appended are a list of participants, a paper on techniques of informal advocacy, a list of legal references, and sample forms. (SW

ED 226 586 FL 013 482

Brooks, Greg
A Comparison of Nineteenth- and Twentieth-Century Models of Reading in a Second Language.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Auditory Perception; Comparative Analysis; Literacy; *Models; *Reading Comprehension; Reading Processes; *Second Language Learning; Visual Perception

Nineteenth- and twentieth-century models of first and second language reading are examined and compared. Figures are provided of six models that propose relationships among visual input and processes, auditory input, phonological processes, and comprehension. These models illustrate the processes that may be operating in persons who achieve their initial literacy in a second language and in those who learn to read in a second language after becoming literate in their native language. There is controversy regarding whether comprehension is dependent on phonological processes or can occur directly from visual input in fluent readers. Six possible single routes and numerous multiple routes for comprehension of second language texts are identified. The nineteenth-century models are equally complex, providing for recoding of auditory input into visual form as well as for reading aloud without comprehension. In conclusion, there is a need for models that summarize existing data, and for more complex models that generate hypotheses. (RW)

ED 226 865 PS 013 410

Allen, K. Eileen
Preschool Learning Materials: Making the Match to Individual Skill Levels.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Child Development; Early Childhood Education; *Instructional Materials; *Learning Activities; *Preschool Children *Selection

One major responsibility of teachers preparing an optimal learning environment for young children is to provide many types of materials so that children, during the large blocks of exploration time provided each day, may choose for themselves how to elaborate their own skills in each area of development. In addition, teachers must select materials that can be used for helping children become familiar with routines and materials associated with activities presented in an instructional format. The principles for selecting materials for children of any age (including infants) and for any type of activity involve the following criteria: appropriateness (or developmental match), versatility, variety, safety, function, durability, and aesthetic qualities. (MP)

ED 226 660 HE 015 928

Sixteenth Annual Rank-Order Distribution of Administrative Salaries Paid 1982-1983.

Arkansas Univ., Fayetteville. Office of Institutional Research.

PUB DATE- 31 Dec 82
AVAILABLE FROM- University of Arkansas, Institutional Research, 318 Administration Building, Fayetteville, AK 72701.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Administrators; *College Administration; *Compensation (Remuneration); Doctoral Degrees; Geographic Regions; Higher Education; National Surveys; *Salaries; School Surveys; *State Universities

Salaries of full-time administrators at public, doctoral-granting institutions for 1982-1983 were surveyed. A ranking of salaries paid among 136 universities in 47 states is presented, along with salary data arranged into nine regions defined by the Equal Employment Opportunity Commission. The New York and Boston regions are combined. A table of salaries paid to university system officers is also included. A university system is defined as having a separate administrative structure for a system of multiple general academic institutions, at least one of which has offerings at the doctorate-granting level. Questionnaires were returned by 30 university systems in 26 states. The system positions have been revised to include new position titles of associate and assistant vice presidents. Information is also provided on whether a salary is paid for a position with a dual function. To provide anonymity, the universities are not identified with their salaries, but are listed separately. Three positions have been added to the 1982-1983 report. The combined position of Vice President of Research Services and Graduate Dean is listed as a title under The Research Officers heading. Two new dean positions are Dean of Dentistry and Dean of Health Professions. (SW)

ED 226 675 HE 015 943

McPheeters, Harold L.
State-Supported Mental Health/Psychiatric Research.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Nov 82
AVAILABLE FROM- Commission on Mental Health and Human Services, Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Agency Role; College Role; Cooperative Programs; Financial Support; *Government School Relationship; Higher Education; *Medical Research; *Mental Health Programs; Money Management; Operations Research; *Program Evaluation; Psychiatric Services; Psychological Services; Public Policy; *Research Projects; *State Aid

Issues are identified that should be considered by state officials, mental health program directors, university officials, and research coordinators and managers in setting up and managing state-supported mental health research programs. The following categories of research are defined: basic, basic categorical, clinical, socio-epidemiological, evaluative, program evaluation, administrative or operations, and policy. The university is the appropriate setting for much of the basic research and a large part of basic categorical and clinical research, while the operating agencies and planning agencies are the setting for program research and evaluation, administrative research, and much of the socio-epidemiological research. It is proposed that state-supported mental health research should be substantially relevant to the state's mental health service needs and useful to the state's mental health program. Attention is also directed to: administrative arrangements with universities for state-supported mental health research; program evaluation and administrative research; coordinating and facilitating mental health research; and funding and administering research funds. Excerpts from the Annoted Code of Maryland and policy statements on the Maryland Psychiatric Research Center are appended. (SW)

ED 226 689 HE 015 970

Booth, David B.
The Department Chair: Professional Development and Role Conflict.
AAHE-ERIC/Higher Education Research Report No. 10, 1982.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 400-77-0073
AVAILABLE FROM- American Association for Higher Education, One Dupon Circle, Suite 600, Washington, DC 20036 ($5.00 each, members; $6.50 each, nonmembers).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Administrator Evaluation; Administrator Role; Administrator Selection; College Administration; *Department Heads; Higher Education; Improvement Programs; *Interprofessional Relationship; *Middle Management; *Professional Development; *Role Conflict

The role of the department chair as the interface between faculty and administration is considered, along with the selection, orientation, socialization, and evaluation of the chair. Attention is directed to constraints under which chairs work that are beyond their control and the way that the resulting conflict, overload, and ambiguity impede effective performance. The academic model, which assumes that authority is based on function or expertise rather than formal position, may conflict with the administrative-managerial models. Institutional and disciplinary influences on departmental administration, and the effects of unionism are also considered, along with specific approaches to making the position of chair more attractive. Four major conclusions are as follows: (1) role conflict may be reduced substantially by improving institutional management; (2) education, training, and administrative development is a central need of chairs and their key associates; (3) making the chair's role meaningful requires taking into account career orientations and disciplines, which may require changes in recruitment and selection policies; and (4) new resources may be required to make the role of the chair manageable. Appended materials include a list of films, simulations, and case studies. (SW)

ED 226 717 IR 010 598

Hayes, Jeanne
Microcomputer Usage in the Classroom, 1981-1982.
Quality Education Data, Inc., Denver, CO.
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Assisted Instruction; Elementary Secondary Education; Enrollment; Expenditure Per Student; *Microcomputers; National Surveys; *Public Schools; School Demography; *School Districts; Tables (Data); *Use Studies
IDENTIFIERS- *United States

A survey was conducted of correlations of the use of microcomputer for instruction in schools and districts to the other variables of student enrollment, district wealth, expenditures per pupil, and demographic characteristics. Information was gathered by telephone interviews with 100 percent of the United States public school districts. Results demonstrated that the larger the student enrollment, the more likely the district is to have microcomputers. Urban and suburban schools, and schools in wealthier communities are also more likely to have microcomputers. Two out of three microcomputer supervisors have no other district-level job functions. While districts with less than 1 percent Black or Hispanic minorities tend to be rural districts with a lower percentage of microcomputers, districts with some minorities are more likely to have microcomputers if the minority percentage is low. Across all school types, student enrollment is an extremely strong predictor of the presence of microcomputers, and, similarly, student enrollment is the single strongest predictor of district use. This report consists primarily of detailed data tables. (LMM)

ED 226 732 IR 050 093

McDonald, Dennis D.; Bush, Colleen G.
Libraries, Publishers and Photocopying: Final Report of Surveys.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Library of Congress, Washington, D.C. Copyright Office.
PUB DATE- May 82
CONTRACT- LC-2328
AVAILABLE FROM- King Research, 6000 Executive Blvd. Rockville, MD 20852 ($25.00 per copy, U.S.; $30.00 per copy, foreign).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Copyrights; *Interlibrary Loans; *Libraries; Library Surveys; *Publishing Industry; Questionnaires; Records (Forms); *Reprography; Tables (Data); Use Studies
IDENTIFIERS- Copyright Law 1976; Library Users

The six surveys on photocopying and publishing activity in America that are described in this report were conducted in 1981 to assess the effectiveness of the 1976 Copyright Act in balancing the rights of creators and the needs of users for copyrighted works. An indication of their statistical precision precedes detailed reports on each type of survey used. These reports discuss the methodology and results of: (1) a library survey of purchasing, photocopying, reserve, online searching, and interlibrary lending and borrowing activities in U.S. public, academic, federal, and special libraries; (2) a second, more precise phase of the library survey involving compilation of two logbooks for interlibrary loan transactions and staff-conducted photocopying of library materials in 150 selected U.S. libraries; (3) a survey of U.S. book and serial publishers covering their publications, revenues, receipt of photocopying permission requests, licenses with document delivery services, and sales of reprints and article copies; and (4) two library user surveys conducted in 21 U.S. public, academic, federal, and special libraries to collect data on user photocopying practices and requests for interlibrary loans. More than 90 tables of study findings are provided and four appendices contain sample questionnaires, log forms, cover letters, and survey instructions. (Author/ESR)

ED 226 789 JC 830 089

Moore, George R.
Short-Term Training--Where the Action Is!
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Colleges; Job Skills; *Job Training; *Labor Force Development; Program Descriptions; Retraining; *School Community Relationship; *Technical Education; Training Methods; Tw Year Colleges; Vocational Education
IDENTIFIERS- *Chemeketa Community College OR; *Short Term Training

In order to address major permanent changes in the economic structure and workforce of its community, Chemeketa Community College (CCC) in Oregon has made a commitment to initiate as many short-term training programs as its resources permit. Short-term training, which takes less time than regular one-year certificate o two-year associate degree programs, focuses on the acquisition of specific technical skills with minimum coursework in related subjects or general education. Beginning in August 1982, CCC began planning two separate short-term training projects in cooperation with the Mid-Willamette Valley Consortium. The Group Occupational Training Project (GOTP) offers short-term training in industrial skills training/mobile home construction, word processing, and typing/transcribing. The Classroom Training Project (CTP) trains dislocated community workers in the areas of electronic technology, computer operations, microprocessor repair, and computer-assisted drafting/graphics. These programs are open-entry/open-exit and competency-based, using course modules based on industry standards and validated through testing programs. Experience so far in planning and implementing these programs has provided insight into: (1) time, philosophical, and attitudinal constraints on initiating new programs; (2) strategies for maintaining consistent and positiv relations between the college and consortium, and otherwise promoting program and student success; and (3) implications for CCC's future role in short-term training. (DAB)

ED 226 850 PS 013 389

Lyons, Charles W.; And Others
The Impact of a Curriculum on Aging on Elementary School Students.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Aging (Individuals); *Curriculum Development; Elementary Education; *Elementary School Curriculum; Elementary School Students; *Older Adults; Program Evaluation; Questionnaires *Student Attitudes; *Teacher Attitudes

Described in this discussion are the development and implementati of a curriculum on aging for first- through sixth-grade students. The purpose of the "On Growing Older" curriculum was to help children develop a deeper awareness, understanding, and acceptance of the aging process and to encourage appreciation of contributions made to society by older people. Major components of the curriculum development project included planning, writing, field-testing, evaluating, and revising. A set of activities for each grade level was composed, each providing background information and describing objectives and procedures. Activities, intended for use individuall or in small or large groups, were designed to be integrated into th regular curriculum or taught as separate units. At the conclusion c field-testing, participating teachers completed a questionnaire, ar participating fourth-, fifth-, and sixth-grade students and a control group not receiving instruction completed the Children's Attitudes toward the Elderly scale. Treatment and control groups ir first through third grades were administered similar, simplified scales. It was concluded that, while the curriculum made a contribution to the education of children that is valued by teachers, the specific nature of the impact is unclear. (RH)

ED 226 881 RC 013 854

Oversight of Budgets of Indian Programs in Departments of HUD, Education, and HHS. Hearing before the Select Committee on Indian Affairs. United States Senate, Ninety-Seventh Congress, Second Session (March 1, 1982).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *American Indian Education; *American Indians; *Budgets; Employment Programs; *Federal Programs; Hearings; Housing *Human Services; Program Budgeting; Public Agencies
IDENTIFIERS- Congress 97th

Fiscal year 1983 budgets of Indian programs in the Departments of Housing and Urban Development, Education, and Health and Human Services were discussed in the hearing before the Senate Select Committee on Indian Affairs. This hearing, the second in 2 days of hearings, contains testimony from the Office of Indian Education within the Department of Education, the Administration for Native Americans within the Department of Health and Human Services, and the Indian housing program within the Department of Housing and Urban Development. Additionally, testimony is heard from the National Congress of American Indians, National Advisory Council on Indian Education, Navajo Division of Education, Fond du Lac Reservation, Indian and Native American CETA Coalition, and Gila River Indian Community. (AH)

ED 226 536 EC 151 014

Keogh, Barbara K.; Kopp, Claire B.
Project REACH: Research on the Early Abilities of Children with Handicaps. Final Report, 7-1-77 to 6-30-82.
California Univ., Los Angeles. Graduate School of Education
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 82
CONTRACT- 300-77-0306
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Demonstration Programs; *Disabilities; Early Childhood Education; Exceptional Child Research; High Risk Persons; Infants; *Longitudinal Studies; Parent Child Relationship; Preschool Education; Program Descriptions; Program Evaluation; Student Characteristics; *Student Evaluation; Young Children
IDENTIFIERS- Final Reports; *Project REACH

The final report describes activities of Project REACH (Research or the Early Abilities of Children with Handicaps). Introductory sections provide information on the institute's mission, objectives, and activities as well as on its administrative organization. Five major research areas are identified and discussed (sample subtopics in parentheses): infant toddler studies (child characteristics, mother-child interactions, assessments); preschool studies (motivation, temperament, attribution, social competence, attention); support systems (parents' use of resources); documentation of progress (adequacy of assessment instruments, use of alternative analyses); and a longitudinal study of 69 children between the ages of 18 and 42 months who were either at risk for delay because of problems in the perinatal period, or who exhibited mild to moderate developmental delay in one or more areas. Also included in the report are lists of project products, dissemination and training activities, project personnel, and an analysis of the program's impact. (CL)

ED 226 618 FL 013 562

Barrerra, Maria
Bilingual Program Planning and Implementation. Teacher Edition. Bilingual Education Teacher Training Packets. Series A: Bilingual Program Planning, Implementation, and Evaluation. Packet 1
Evaluation, Dissemination and Assessment Center, Dallas.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas TX 75204 ($1.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Bilingual Education Programs; Bilingual Instructional Materials; *Bilingual Teachers; Language Maintenance; Language of Instruction; Limited English Speaking; Native Language Instruction; *Program Development; Program Evaluation; *Program Implementation; *Teaching Methods

These bilingual education teacher training materials address the critical issue of effective planning and implementation of programs of bilingual education as well as efficient program evaluation. These materials are intended to provide the practical assistance necessary for successful bilingual program implementation. The first section of the module addresses two bilingual education models that are useful to the school practitioner: the transitional model and the maintenance model. These are theoretical models that can be implemented with a number of variations suitable to individual school districts. The second section deals with staffing patterns that address the type of teaching staff required as related to the types of students that need to be served. The instructional staff may include a bilingual teacher or a team of bilingual teacher and a non-bilingual teacher. The third section focuses on curriculum content and language usage. These three areas--program models, staffing patterns, and curriculum content and language usage--are crucial parts of bilingual program planning and implementation. (NCR)

ED 226 703 IR 010 580

Lescure, Jean; Degand, Claude

Creative Art and Cinematographic Production Vis-a-Vis the State in Europe. International Colloquy Organised by the European Art and Experimental Cinema Association in Collaboration with the Council of Europe. Cultural Policy Studies Series 3.

Council of Europe, Strasbourg (France).

REPORT NO.- ISBN-1982-92-871-0038-1
PUB DATE- 2 Oct 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Translations (170)
DESCRIPTIONS- Artists; *Creative Art; Cultural Enrichment; Cultural Opportunities; Film Industry; *Film Production; Films; *Financial Support; Foreign Countries; *Government Role; International Organizations; *State Federal Aid; Theaters
IDENTIFIERS- *Europe; United States

Various aspects of the role of the state in fostering creative art and cinematography are discussed in the two reports presented in this volume. In "The Role of the Market in the Relation Between the State and Cinematographic Creation" Jean Lescure emphasizes that this relationship should be viewed as one of complicity rather than assistance or management. Subtopics briefly discussed include the state's interest in creation, France's special place in the cinema, the need for animation as a form of cultural development, the Art Cinema Movement in the world, the importance of the cinema theatre, the artist as a minority figure, theatres as special places, and the internationalism of the art cinema market. In the second paper, "Aid and Production," Claude Degand reviews sources of aid and how it is awarded, focusing on the problems related to the fostering of art and creativity in the cinema, while at the same time ensuring commercial viability. Topics include who receives aid, procedures and amounts awarded, policy and treaty problems encountered by the Council of Europe and the European Economic Community, economic and commercial restraints, and cooperation and European structures. Appended tables provide statistics on sources of aid to cinema and film production, the market share of films from various countries, the number of films released, and characteristics and possible correlations among film industries in Europe and the American film industry. (LMM)

ED 226 748 IR 050 116

Millett, A. P. U., Comp.; Cole, F. T. H., Comp.
Bibliographical Work in New Zealand, 1980-1982. Work in Progress and Work Published.
Waikato Univ., Hamilton (New Zealand).
REPORT NO.- ISSN-0111-2953
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Area Studies; Athletics; *Bibliographies; Foreign Countries; *Humanities; Indexes; Languages; Library Science; *Natural Sciences; Newspapers; Recreation; Religion; Resource Materials; *Social Sciences; *Technology
IDENTIFIERS- *New Zealand; Vertical Files

Formerly published as an irregular feature of New Zealand Libraries, these three annual bibliographies (1980, 1981, 1982) list bibliographical work in progress, as well as enumerative and subject bibliographies published in New Zealand from July 1977 to June 1982. It is noted that bibliographical work in progress is compiled from an annual questionnaire sent to New Zealand bibliographers and librarians, and that the list of bibliographies published is taken from, among other sources, the New Zealand National Bibliography and the Index to New Zealand Periodicals. A total of 970 bibliographic items are cited, under a maximum of 12 subject areas: (1) general bibliographies, special classes of material, and librarianship; (2) philosophy and religion; (3) social sciences; (4) biological and medical sciences; (5) physical and earth sciences; (6) agriculture, forestry, and fisheries; (7) engineering, domestic, and applied sciences; (8) the arts; (9) recreation and sport; (10) language and literature; (11) geography, history, and area studies; and (12) personal bibliography. Scope and progress notes are given for work in progress items. Each publication has an author index, and the 1981 edition also includes lists of newspaper indexes, and 80 working index and clippings files in New Zealand libraries. A subject index to these working files is provided. (ESR)

Proceedings: Workshop on Improving Developmental/Remedial Education. (Austin, Texas, April 12-13, 1982).

Texas Coll. and Univ. System, Austin. Coordinating Board.

PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Basic Skills; *College Role; *Developmental Studies Programs; Higher Education; Learning Laboratories; Program Descriptions; *Program Effectiveness; *Remedial Instruction; Remedial Reading; *Student Personnel Services; Study Skills; Teaching Methods

The workshop represented in this proceedings was conducted to stimulate dialogue on the place of remedial instruction in postsecondary education and to promote the effectiveness of remedial/developmental education and the maintenance of educational quality. The proceedings begin with an introduction to the workshop and its 14 resulting recommendations. Next, texts are presented for panel discussions on "Organization and Goals of Remedial Education," "Selling Remedial Education to Administrators, Faculty, Counselors, and Students," "Measuring the Success of Developmental and Remedial Programs," "Effective Instructional Methodologies," "Philosophical Views on the Role of Institutions of Higher Education in Remedial Education," "Legislative Concerns," and "Assessment/Placement/Exit Competencies." The proceedings then offer descriptions of remedial programs at nine community colleges and universities in Texas and Louisiana, followed by 10 mini-presentations on a writing-based developmental English program, computer-assisted and videotape study skills instruction, basic skills development in vocational areas, developmental reading's impact on retention and course completion, an English multi-media learning laboratory, faculty/counselor academic advisement, the stimulation of reading skills, instruction on thinking processes, and a science learning center. Results of a survey of developmental education concerns and the workshop evaluation are appended. (AYC)

ED 226 818 PS 013 307

The Role of Parents in the Education of Children of Pre-School Age in Tropical Africa, India and the Maghreb Countries.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.

REPORT NO.- UNESCO-ED-80-WS-97
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Cultural Context; Developing Nations; *Experiential Learning; *Extended Family; Family Life; Family Structure; Foreign Countries; Government Role; Marriage; *Nonformal Education; *Parent Role; Preschool Education; Sex Differences; *Socialization
IDENTIFIERS- Algeria; Cameroon; Central African Republic; India (Tamil Nadu); Ivory Coast; Kinship; Senegal

The case studies summarized in this report are based on ethnographic surveys carried out mainly in Cameroon, the Central African Republic, Ivory Coast, and Senegal (collectively called "Tropical Africa" in the text). The surveys were also carried out in the Maghreb countries, especially Algeria and southern India. Their common objective was to study the methods of socialization and the transmission of knowledge in each of these cultural regions. Efforts were focused on highlighting "traditional" educational concepts and practices in the context of family groups, in which the relationships between parents and children can be readily observed and understood. As noted by the investigators, the societies examined are organized on the basis of lineage or caste, and polygamy is practiced in the three regions. Thus, the word "family" is not seen as referring so much to a restricted environment characterized by an intense relationship between parents and children as to an infinitely wide-ranging social environment (an extended family, more properly termed a "domestic unit"). In this context, it is argued that education must be construed in its broadest sense, involving a variety of forms depending on the sociocultural environment in which it emerges. Specifically, the content of education is perceived as being the ideals, knowledge, and know-how focused on the child. (RH)

ED 226 866 PS 013 411

Lead Poisoning and Children. Hearing Before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce House of Representatives, Ninety-Seventh Congress, Second Session (December 2, 1982).

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

REPORT NO.- House-97-184
PUB DATE- 2 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Block Grants; Environmental Influences; *Financial Needs; *Health Needs; Hearings; *Lead Poisoning; Pollution; *Publi Health; *Revenue Sharing
IDENTIFIERS- Congress 97th; Reagan Administration

These hearings examine the problem of lead poisoning in children and explore the consequences of the transfer of funds for lead-screening efforts to the maternal child health block grant. Lead toxicity is described as probably the most significant and pervasive environmental illness in the United States. Testimony asserts that the effect of the block grant approach to funding lead screening has been severe, with reductions in operating budgets and numbers of children screened. Furthermore, witnesses conclude that the block grant approach has failed with respect to lead-screening programs. Recommendations for remedying the situation, focusing mainly on the restoration of lead-screening programs to categorical funding status, are offered. Pediatricians, public health personnel, and academicians giving testimony describe the effects of lead poisoning on the nervous systems of children and on the chromosomes of adult workers and point out the need for continued program funding. Also included in the record are (1) a legislative history of the lead-based paint poisoning prevention program and (2) a review of how block grants have affected 10 of the nation's most needed lead-screening programs. (RH)

ED 226 911 RC 013 887

Orange County Outdoor School: Cabin Leader's Manual.

Orange County Dept. of Education, Santa Ana, Calif.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Checklists; Elementary Secondary Education; *Environmental Education; Leaders Guides; *Leadership Responsibility; *Learning Activities; Maps; Outdoor Activities; Outdoor Education; Planning; Records (Forms); *Resident Camp Programs; *Trails; Youth Leaders
IDENTIFIERS- *Cabin Leaders; *Orange County Outdoor School CA; Precamping

Presented in five sections, the manual furnishes cabin leaders (high school students) with background information concerning philosophy, teaching, objectives, daily schedule, and cabin leader responsibilities in the Orange County Outdoor School program. The welcome section contains the history of the Outdoor School, staff responsibilities, organizational chart, weekly schedule, geography of the area with maps, and checklist for new staff members. The section on getting started outlines in detail staff responsibilities; creating good relations with staff and teachers; staff business (school address, phone number, salary and benefits, and dress code); and policies of the Outdoor School. The third section addresses characteristics of a good cabin leader, understanding sixth graders, leadership skills, and cabin leader evaluation. The section on cabin life provides a schedule for the first day, preparation for activities, health care information, cabin inspection sheet form, dining hall procedures and duties, highway rules, and a schedule for the last day. The major part of the manual presents teaching in the outdoors offering topics for discussion and suggesting activities on environmental education; social expectations (group behavior, cabin living), star study; night hike; and use of the four nature trails (Chaparral, Riparian, Geology, and Forest). (ERB)

ED 226 927 RC 013 904

Ada, Alma Flor, Comp.; And Others
Educacion al Aire Libre: Libro de Actividades II = Outdoor Education: Student Activity Book II.
California Mini Corps, Oroville.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.
PUB DATE- 78
LANGUAGE- Spanish; English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Camping; Environmental Education; Instructional Materials; *Learning Activities; Legends; *Migrant Education; *Outdoor Education; Poetry; Short Stories; Workbooks; Writing Exercises
IDENTIFIERS- *California Mini Corps; National Diffusion Network Programs; Riddles; Songs

Divided into four sections, the book includes activities for students to do before camp, on the way to camp, at camp, and after camp. Activities to do before camp include writing proverbs, tongue twisters, riddles, poems, and stories. Activities to do on the way to camp include singing songs and reading a map. The words to the following songs are provided: De Colores, Guantanamera (Young Girl from Guantanamo), This Land Is Your Land, Diez Elephantes, and The Ants Go Marching. Activities to do at camp include writing in a diary about a favorite place, a best friend, things most liked about camp, things learned about the stars, trees, plants, and insects, best liked tree and animal, the worst and best times at camp, and favorite songs. Activities to do after camp include legends (e.g., Moon God of the Mayas) and patterns for making the Moon God of the Mayas and the Water God, Tlaloc, from construction paper. Most of the activities are provided in English and Spanish. (NQA)

ED 226 553 EC 151 040

Miltenberger, Joan; And Others
Indiana Parent Training Program. Year Two Report, June 1, 1981-May 31, 1982.

Task Force on Education for the Handicapped, Inc., South Bend, Ind.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Aug 82
GRANT- G008001331
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Advocacy; *Disabilities; Elementary Secondary Education; Information Dissemination; *Parent Education; Program Descriptions; Program Effectiveness; State Programs; Student Rights
IDENTIFIERS- *Indiana Parent Training Project

The document contains the year-end report for the second year of the 2-year Indiana Parent Training Project, a program to train parents in their rights and responsibilities as guaranteed by laws governing education of handicapped children. Following an introductory section are 10 sections which cover the following program components: public information, individual assistance and training, trainings in St. Joseph County (Indiana), trainings in other areas of the state, Regional Parent Representative (RPR) trainings, the RPR conference, RPR followup training, RPR activities, coordination with other agencies, and dissemination. Noted among conclusions were that workshops offered parents valuable information on the laws, parents' rights, evaluation, and communication techniques; and that locally-based trainers can reach more individuals more readily, especially when support and assistance is available from a central source. (SW)

ED 226 570 FL 013 424

Erbaugh, Mary
Acquisition of Mandarin Syntax: "Less" Grammar Isn't Easier.
PUB DATE- Dec 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Research/Technical (143)
DESCRIPTIONS- *Child Language; Infants; *Language Acquisition; Language Research; Language Usage; *Linguistic Competence; Longitudinal Studies; *Mandarin Chinese; Oral Language; Preschool Children; Semantics; Sentence Structure; *Speech Communication; *Syntax
IDENTIFIERS- *Taiwan

Child acquisition of Mandarin was studied with four middle class families from Taipei, Taiwan. The 2-year-olds were taped at home playing with their families. Two of the children were taped for short periods (7 hours and 9 hours), while the other two children were studied biweekly for 14 months, which resulted in 71 hours of transcribed child tapes as well as 3 hours of adult control data. All four unacquainted children showed strikingly similar language acquisition strategies. Word class categorizations and word order are discussed in detail, using examples of the children's speech. Although Chinese selectional restrictions have few surface indicators, Chinese children regularize and double mark the linguistic relations. Their innate capacity for grammatical marking by word order and morphology is stronger than required by the language they are learning. In terms of word class categorizations, the children seem to illustrate classical Chinese grammar and philology by first assuming that all morphemes are full, free, unbound forms, equivalent to lexically full words. It is concluded that Mandarin is comparable to European languages in difficulty and rate of acquisition, as well as in the amount of experimentation and error required to master it. (SW)

ED 226 603 FL 013 513

Vines, Lois

A Guide to Language Camps in the U.S.: 2. Language in Education: Theory and Practice, No. 53.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

REPORT NO.- ISBN-0-87281-319-3

PUB DATE- Mar 83

CONTRACT- 400-82-0009

AVAILABLE FROM- Center for Applied Linguistics, Box 4866, Hampden Station, Baltimore, MD 21211 ($9.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTIONS- Camping; Cultural Activities; Day Camp Programs; *Extracurricular Activities; *Immersion Programs; Program Descriptions; *Resident Camp Programs; Secondary Education; *Second Language Instruction

Language camps that provide language immersion and cultural experiences for high school students outside of the classroom are described. Descriptions of 49 camps in 26 states are arranged alphabetically by state and provide the names and addresses of sponsors and facts about the program activities and fees. Two of the language camps programs are described in detail: a week-long French and Spanish camp sponsored by Ohio University, and a French weekend program organized by two high school language teachers in Iowa. The two detailed descriptions cover staffing, fees, activities, scheduling, special events, camp publications, and evaluation. An annotated bibliography is appended. (RW)

Pile, Wilson, Ed.
Massachusetts Higher Education in the Eighties: Issues and Tasks. A White Paper. The Alden Seminars.
Association of Independent Colleges and Universities of Massachusetts.; Massachusetts Univ., Boston. Center for Studies in Policy and Public Interest.
SPONS. AGENCY- Alden (George I.) Trust, Worcester, MA.; Ford Foundation, New York, N.Y.
PUB DATE- 81
AVAILABLE FROM- University of Massachusetts, Center for Studies in Policy and Public Interest, The Library, Harbor Campus, Boston, MA 02125.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Access to Education; *College Planning; Educational Trends; Enrollment Trends; *Governing Boards; Government School Relationship; *Higher Education; In State Students; Organizational Change; Out of State Students; Position Papers; Public Policy; *Research; School Business Relationship; School Organization; *Statewide Planning
IDENTIFIERS- *Massachusetts

A position paper on higher education in Massachusetts in the 1980's which was prepared by the Alden Seminar for Higher Education, is presented. In addition, an overview of the November 1981 Alden Seminar meeting, opening statements, and reports of small groups are included. The Alden Seminar discussions on higher education, especially in regard to Massachusetts, provide the views of Massachusetts business and industrial executives and private and public colleges and universities. Seminar topics included academic standards and the maintenance of quality; the need for public-private higher education planning; and the responsibilities of the Massachusetts Board of Regents. In "Higher Education in Massachusetts in the 1980's: Familiar Issues, Changed Circumstances, New Coalitions," Richard M. Freeland focuses on: Massachusetts's role as a national center for academic research and higher education; progress in assuring access to education in Massachusetts; and prospects for the 1980's with respect to national and local roles of higher education in Massachusetts. Enrollment trends for out-of-state and state residents and data on enrollments at public and private colleges in the state are presented. Information on seminar participants is also included. (SW)

ED 226 762 IR 050 131

International Congress on Universal Availability of Publications (Paris, France, May 3-7, 1982). Summary of Research of the UAP Programme. Background Document N.1.

International Federation of Library Associations, The Hague (Netherlands).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- PGI-82/CONF.401/COL.3; PGI-82/UAP/3

PUB DATE- Mar 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- Cooperation; Depository Libraries; Developing Nations; *Information Needs; Interlibrary Loans; International Programs; *Libraries; Library Acquisition; Models; *National Programs; *Publications; Publishing Industry

IDENTIFIERS- Access to Information; *Universal Availability of Publications; *User Needs

The summaries of seven research projects concerned with the universal availability of publications (UAP) which are presented describe (1) a literature review on the availability of book materials through commercial channels, particularly in developing countries, by John Clews and others; (2) a concomitant survey, by Priscilla Oakeshott, of libraries, publishers, booksellers, and book trade associations throughout the world, which collected information on problems associated with the availability of publications through the commercial book trade, particularly in developing countries; (3) a comparative study of existing national acquisition systems and possible acquisition models, by Judith Collins and Ruth Finer; (4) a comparative study of national repository plans and possible repository models, by Don Kennington; (5) a comparative study of national interlending systems and possible interlending models, by Maurice B. Line and others; (6) an overview of the international lending of publications and the requirements of an international supply system, by Maurice B. Line and others; and (7) a pilot study of acquisition and interlending policies in two unnamed countries, and the general availability of publications within these countries, by Stephen Vickers. (ESR)

ED 226 804 JC 830 115

Eisen, Marlene; Lucas, John A.
Feasibility Study for the Establishment of a Human Services Program--Phase II. Volume 12, Number 3.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 28 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Planning; Community Colleges; *Community Services; Community Surveys; *Educational Needs; *Employment Potential; Feasibility Studies; *Human Services; Labor Market; Nee Assessment; Professional Continuing Education; *Program Developmen Public Agencies; Two Year Colleges

A study was conducted at William Rainey Harper College (WRHC) to determine the feasibility of establishing a new human services program at the college by assessing the employment opportunities fo graduates of the proposed program and the educational needs of persons already employed in the human services field. In 1981, questionnaires were mailed to 113 local community service organizations, including youth service, residential care, and famil service organizations. A year later, 25 of the non-responding organizations were sent a shorter survey. Study findings, based on 27 responses to the 1981 survey and 14 responses to the 1982 survey, 5 letters of support, and a meeting with representatives from 8 human service agencies, included the following: (1) employment demands and the educational needs of persons currently employed in the field could support an enrollment of 18 full-time and 58 part-time students per semester in the proposed program; (2) opportunities for observation and internship sites were offered by 16 organizations, which could provide up to 40 internships per semester; (3) 15 of the responding organizations were interested in a continuing professional development program for their staff members; and (4) respondents expressed an interest in becoming involved in the process of curriculum development. The bulk of the report consists of data tables detailing results. The questionnaire is appended. (HB)

ED 226 834 PS 013 369

Reading Lists on Separation, Divorce and Single Parenting.
Parents Without Partners, Inc., Washington, D.C.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Child Development; *Divorce *One Parent Family; Resource Materials; *Social Support Groups

Listed in this publication are various resources relevant to the study of single-parent families. Provided are names and addresses of organizations that provide services specifically to single parents, divorced couples, and children of single-parent families; listings of professional and general publications; selected nonfiction bibliographies suitable for adults, children, and adolescents; and reading materials for parents in the area of separation and divorce. Also summarized are findings of studies dealing with the magnitude of single-parent situations and the effects of single parenting on children. (MP)

ED 226 897 RC 013 872

Cintron de Esteves, Carmen; Spicola, Rose F.

Four Hispanic Groups: Oral and Social Traditions, Education and Play Implications for Educators.

PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; Childhood Attitudes; Comparative Analysis; Cubans; *Cultural Context; *Educational Attitudes; Family Life; *Hispanic Americans; Mexican Americans; Parent Attitudes; *Play; Puerto Ricans; School Role; *Social Environment; *Television Viewing; Young Children
IDENTIFIERS- *Oral Tradition; Teacher Awareness; Venezuelans

To determine if there are common factors which all teachers of Hispanic children should be acquainted with in order to facilitate the education of Hispanics, a study was conducted of 4 Hispanic groups (25 Mexican Americans, 23 Puerto Ricans, 20 Cubans, and 17 Venezuelans). Eighty-five families, together with their children ranging in age from 4-60 months, and extended families were interviewed in both English and Spanish. The four groups revealed intriguing similarities and differences with regard to oral and social traditions, education, play, and television. Oral traditions were alive among Hispanics and it is only through use that continuity will be preserved. Among all the groups, Hispanic traditions brought by the "conquistadores" and taught by the Catholic Church have been maintained. For all groups the family was their first priority in life. Education was highly encouraged in all groups. Most of the Hispanic children liked to play outside in activities that required energy and movement. There was heavy use of television. Schools need to offer more challenging and appropriate programs for Hispanic children, perhaps including more Hispanic culture. Teachers can help establish better communication with children through play, games, and songs. Educators should be aware of parents' expectations. (BRR)

ED 226 521 EC 150 688

Bowen, Ella M.; Markel, Geraldine
The Role of Needs Assessment in the Program Development Process.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Career Education; *Disabilities; Graduate Study; Higher Education; Models; *Preservice Teacher Education; *Program Development; Special Education; *Systems Approach; Vocational Education
IDENTIFIERS- University of Michigan

The systems approach used at the University of Michigan to prepare vocational/career educators of handicapped and nonhandicapped students is described. Activities conducted in each of three stages of the model--planning, implementation, and evaluation are described. Program planning is seen to include identification of target population, review of current literature, and identification of research design. Program implementation aspects include program development, research and publications, and leadership training. Program evaluation is intended to provide impact data. Three assessment activities are described: 1) an evaluation of statewide inservice workshops for special needs personnel; 2) a statewide needs assessment for administrators, supervisors, and direct service personnel dealing with special needs personnel; and 3) an evaluation of the competency statements for a combined master's degree program in vocational/special education. (CL)

ED 226 587 FL 013 487

Elenbaas, Carmen T.
Putting Language Acquisition Theory to Practice in the Classroom.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Classroom Techniques; Elementary Education; *English (Second Language); Grade 1; Kindergarten; *Language Acquisition; Language Experience Approach; *Linguistic Theory; *Listening Comprehension; Listening Skills; Physical Activities; Receptive Language; Self Expression; *Speech Communication; Teaching Methods
IDENTIFIERS- *Natural Method (Language Learning); *Total Physical Response

Language acquisition theory and classroom applications are discussed, with a focus on the role of speaking and grammar in the early stages of English acquisition in the English-speaking elementary school setting (kindergarten and first grade). Three stages of natural language acquisition are: (1) the comprehension stage (preproduction--characterized by pointing, nodding, naming), (2) the early speech stage (characterized by yes/no responses and listing words), and (3) the speech emergence stage (characterized by phrases and sentences without fluency). Since listening ability is the basis for speaking ability, the natural approach to teaching language starts with comprehension rather than production. Techniques used in the natural approach to language acquisition at Loara Elementary School, Anaheim, California, are described. A useful technique in developing listening comprehension through motor activities is "Total Physical Response." It starts with the imperative (command) (e.g., stand up, sit down) and provides students with ample comprehensible input in a low anxiety situation. The language experience approach, which encourages students to express thoughts and feelings stimulated by an experience, uses concrete manipulatives and sensory channels (e.g., eyes, hands). Ideas for implementing the natural approach are appended. (SW)

ED 226 646 HE 015 908

To Strengthen Quality in Higher Education. Summary Recommendations of the National Commmission on Higher Education Issues.
National Commission in Higher Education Issues, Washington, DC.
PUB DATE- Nov 82
AVAILABLE FROM- American Council on Education, One Dupont Circle, N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Standards; Accreditation (Institutions); Administrator Selection; College Faculty; *Educational Quality; Financial Policy; Financial Support; Governing Boards; *Government School Relationship; *Higher Education; Leadership; Position Papers; Public Opinion; Resource Allocation; Tenure

Recommendations for improving educational quality and strengthening public confidence in American higher education are offered, based on the deliberations of the National Commission on Higher Education, which existed for 1 year and held four meetings. Areas of concern include: setting priorities for the institution and strengthening administrative leadership (leadership selection, and governance and centralization); strengthening the relationships of institutional officers and faculties with state officials and the governing board; enhancing quality and strengthening finance (state and federal responsibilities in financing higher education, private philanthropy, and parent and student contributions to financing college studies); and assuring standards (accreditation systems, improving undergraduate degree programs, tenure and post-tenure evaluation, faculty salaries, and collective bargaining). The recommendations highlight the importance of: trustee support of priorities established for resource allocation; the methods of recruiting and selecting top administrators; assuring that students attending college demonstrate mastery of the basic skills; responding to the mandate for professional continuing education and the needs of adult learners; faculty tenure as a means to protect academic freedom; and increasing faculty salaries based on merit. (SW)

ED 226 661 HE 015 929

Dalili, Farid
Marketing in Higher Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Planning; *Higher Education; *Institutional Advancement; *Marketing; *Needs Assessment; Nontraditional Students; Publicity; Self Evaluation (Groups); Student Needs; *Student Recruitment

The use of marketing activities by educational institutions and the transfer of marketing activities from business to higher education are considered. Market analysis helps colleges and universities determine what programs, scheduling, or services are strong and to which student market the institution should appeal. It is suggested that the ability of each institution to adjust to new market components (e.g., lifelong learning for adults, remediation for the disadvantaged) may determine not only a successful marketing process, but also institutional survival. The marketing research process involves gathering and evaluating reliable data, including the identification of new student groups, such as part-time students, older students, females, and disadvantaged groups. Marketing determines how to meet the needs of current students and future student pools. The marketing process involves managerial decisions on the best promotional approaches, which include direct mail, media releases, calendar announcements, and advertisements in publications. It is suggested that competition and the complexity of the marketplace will make new product offerings a high priority for the future. (SW)

ED 226 718 IR 010 599

Archer, Doug
Microcomputer CAI-ASE: An In-Service Module. Computer Assisted Instruction: Applications for Special Education.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Audiovisual Aids; *Computer Assisted Instruction; *Computer Literacy; Computer Programs; Course Descriptions; Design Requirements; Elementary Secondary Education; *Inservice Teacher Education; Learning Modules; *Microcomputers; *Special Education Teachers
IDENTIFIERS- Computer Games; Iowa

These materials were designed to be used in inservice training to provide special educators (K-12) with an overview of the microcomputer, including both the terms used to describe it and its capabilities to aid instruction. The preface suggests a sequence for the utilization of the module materials. Then, general background information is presented in the introduction, which focuses on the educational impact of computers, a basic definition of a microcomputer, and five major brands of microcomputers commonly used in education. Basic terms helpful in understanding discussions of microcomputers are also defined, and characteristics of good instructional software are summarized. An outline lists module objectives and audience and format for presentation, while a content outline is provided for a slide tape series and microcomputer disk used in the presentation. Notes on four demonstration disks briefly describe examples of varied microcomputer applications, including games and instructional activities for various content areas, and additional examples are listed. Addresses for three software sources and a list of microcomputer contact persons for 15 area education agencies in Iowa conclude the document. (LMM)

ED 226 882 RC 013 855

Closing of Off-Reservation Boarding Schools. Hearing before the Select Committee on Indian Affairs. United States Senate, Ninety-Seventh Congress, Second Session, on the Bureau of Indian Affairs Proposal to Close Three Off-Reservation Boarding Schools (February 24, 1982).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *American Indian Education; *Boarding Schools; Federal Programs; *Government Role; Hearings; *School Closing; Trust Responsibility (Government)
IDENTIFIERS- *Bureau of Indian Affairs Schools; Concho Indian School OK; Congress 97th; *Off Reservation Boarding Schools; Southwestern Indian Polytechnic Institute NM; Wahpeton Indian School ND

The hearing before the Select Committee on Indian Affairs, U.S. Senate, 97th Congress, 2nd Session, concerned the Bureau of Indian Affairs (BIA) proposal to close three off-reservation boarding schools. Schools scheduled for closure were: Wahpeton Indian School, Wahpeton, North Dakota; Concho Indian School, Concho, Oklahoma; and the Southwestern Indian Polytechnic Institute (SIPI), Albuquerque, New Mexico. Statements from New Mexicans against the closing of SIPI centered around the fact that SIPI is the only BIA-funded all-Indian technical vocational institute in the United States; that the private sector has played an increasing role in supporting the school; and that the success rate of placing SIPI graduates has been above average. Bureau of Indian Affairs witnessess' testimonies were built around the theme that the boarding schools had outlived their intended purpose, that they were expensive, and that Indian children would be better off in other settings. Witnesses for the States of Oklahoma, North Dakota, and Utah all felt that the BIA had not supported their reasons for change, and that the Indian students would be better off in the present boarding homes. (AH)

ED 226 537 EC 151 015

Dependent Handicapped: Curriculum Guide.
Alberta Dept. of Education, Edmonton.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Check Lists; Communication Skills; Concept Formation; Curriculum Guides; Daily Living Skills; *Educational Objectives; Elementary Secondary Education; Interdisciplinary Approach; Interpersonal Competence; Language Acquisition; Psychomotor Skills; Recreational Activities; Self Care Skills; *Severe Mental Retardation; *Teaching Methods

The curriculum guide takes a transdisciplinary approach to developing skills in severely and profoundly retarded students. The introductory section explains that the curriculum incorporates the principles of student dignity, a developmental focus, normalization and a continuum of services, and systematic teaching strategies. Offered are guidelines for stress observation and assessment, instructional planning, reinforcement, and ongoing evaluation. Six sections outline objectives, teaching methods, and materials for the following skill areas (subareas in parentheses): communication (receptive and expressive language); socialization (awareness of self and others, play, and behavior control); purposeful activities (orientation, daily routines, work skills, home skills, and community skills); and recreation (water activities, physical activities and sports, creative activities, outdoor activities, and leisure activities). Appendixes contain a checklist to chart student progress, a glossary of psychoeducational, physical, and medical terms; and a list of resources which include a basic book list, titles of reference books, and a list of assessment guides. (SW)

ED 226 676 HE 015 944

Quindry, Kenneth E.; Schoening, Niles C.
State and Local Tax Performance, 1981 (Basic Tabulations).
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 82
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Capital; Comparative Analysis; Geographic Regions; *Income; *Local Government; Property Taxes; *State Government; *Tax Effort; *Taxes
IDENTIFIERS- *United States (South)

Fiscal year 1981 state and local tax performance data are presented, which indicate comparative utilization of taxable resources. Estimates are provided of tax ability for 15 major taxes and total taxes, and tax ability to tax collections for the 50 states and their subdivisions is compared. Tables include the following: population, personal income, and state and local general sales and gross receipts tax revenue for states, regions, and the nation (effort and ability amounts); state and local selective sales (e.g., alcoholic beverages, insurance taxes, public utilities) and gross receipts tax revenue; state death and gift tax revenue; state and local general property tax revenue; state and local individual and corporate income tax revenue; motor fuel consumption and tax revenue; severance taxes; state transfer taxes; state and local tax collections by source as percentage of total collections; total tax revenues as a percent of personal income and as a percent of general revenues; state and local tax ability and ability utilization, and extent of utilization (all taxes and major taxes); total tax revenue by level of government; and utilization of state and local tax ability for each of the 14 member states of the Southern Regional Education Board. (SW)

ED 226 790 JC 830 090

Henard, Kay F.; Adelman, Stanley I.
A Baker's Dozen Questions about ACcess: The Unabbreviated Report.
Amarillo Coll., Tex.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Ancillary School Services; Community Colleges; English (Second Language); Grading; *High Risk Students; Program Descriptions; *Program Effectiveness; *Remedial Programs; Remedial Reading; Student Improvement; *Tutorial Programs; Two Year Colleges

Employing a question/answer format, this 13-section report presents descriptive and evaluative information about Amarillo College's ACcess Center, which provides developmental courses, tutoring, and support services to the academically underprepared. The first sections identify ACcess advisees as students scoring below the 9th grade level on any of four measures, define the Center's role, and demonstrate that, rather than draining the college's budget, ACcess makes a profit. After explaining why ACcess courses receive college credit and use letter grades, the report emphasizes that remediation is suitable and necessary at the college level. The next sections present evaluative data indicating that: (1) ACcess is successful in preparing students for degree programs; (2) former ACcess advisees have higher course completion rates than non-ACcess students; (3) the English as a Second Language program prepares foreign students to succeed in degree programs; (4) remedial reading courses are effective in improving reading speed, comprehension, and vocabulary; and (5) tutoring and study skills instruction positively influence student performance. After explaining that ACcess courses are not padded with students who do not belong and noting that the program does not succeed with every student, the report presents the requirements which qualify students to leave the program and explains the school's policy toward "ultra-high-risk" students. (DAB)

Cohen, Cynthia

Ambiguity Detection and Questioning Skills: Two Instructional Strategies for Preadolescents.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Ambiguity; *Cognitive Ability; *Elementary School Students; Games; Grade 5; *Training
IDENTIFIERS- *Analogies; *Questions; Uncertainty

A study was conducted to determine the best match between the ability of elementary school students to detect ambiguity and two instructional strategies: analogizing and practice. To identify subjects' initial abilities in detecting ambiguity, 57 participating fifth graders were administered a task similar to the Park-and-Shop board game. Interactions between each child and an experimenter were recorded and scored for detection of ambiguity and for the incidence of four types of questions in the child's responses. The two treatment conditions involved 2 days of small-group training for 45 minutes each day. In both conditions and on both days, subjects were read the same mystery story and asked if they could solve the mystery. Treatment in the analogizing condition on the first day consisted of group facilitation in recognizing uncertainty; on the second day the analogizing treatment involved (1) a display of the analogy "uncertainty is to mystery as question is to detection" and (2) a discussion of how detectives look for clues and ask questions when uncertain. In the practice condition on the first day, an array of different types of questions were displayed; children practiced by giving examples of questions. Practice on the second day consisted of a discussion focusing on questions adults ask that children don't like. Subsequently, all children were asked to respond to a six-item posttest questionnaire assessing their level of certainty about how effective their performance on the board game had been. Results are discussed. (RH)

ED 226 835 PS 013 370

Saltzstein, Herbert D.; Weiner, Alan S.
Moral Intentionality: Children's Representation of Adult Judgments and Attribution Processes.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Attribution Theory; *Children; *Cognitive Processes; Models; Moral Development; *Moral Issues; Parents; Research Needs; *Value Judgment
IDENTIFIERS- Critical Analysis; Developmental Patterns; *Intention; *Moral Reasoning; Piagetian Theory

Children's increasing use of intentions and motives and decreasing use of outcomes to morally evaluate action are perhaps the most researched phenomena in moral cognition. However, relatively little is known about the acquisition of the ability to make moral evaluations and the processes involved. Based on the assumption that children's spontaneous representation of adult moral judgments can provide clues concerning how such concepts develop, a series of studies was conducted that contrasted the moral judgments children make with those they attribute to adults. Results from samples of elementary school students and parents demonstrate, overall, that children's judgments of adults are harsher and more outcome-oriented than their judgments of themselves. These results do not support the idea that children learn and maintain an intentionality standard by directly learning from or modeling after adults. It appears that Piaget's centration concept is inadequate to explain this judgmental process. A more complete explanation rests on two points: First, motives constitute a content category, but intention is a structural element. Second, when persons are asked to make moral judgments of acts with discernible outcomes, they take as a corollary task the provision of a causal account for the outcome. Considering two aspects of causal attribution and how they might affect moral judgments and taking into account a multiple causal schema for judgment formation may also be helpful in explaining this problem. (RH)

ED 226 851 PS 013 390

Newman, Sally
The Impact of Intergenerational Programs on Children's Growth and on Older Persons' Life Satisfaction.
PUB DATE- 31 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Aging (Individuals); *Attitude Change; *Childhood Attitudes; Elementary Education; *Elementary School Students; *Older Adults; *Quality of Life; Social Development; *Volunteers
IDENTIFIERS- *Intergenerational Programs

Several studies have reported that older persons' decline in life satisfaction and younger persons' increase in negative stereotypes toward the aged seem to be connected to the societal trend of separation between the generations. To counteract this trend intergenerational programs are being developed nationwide that provide for frequent and meaningful contact between young and old. This paper reports on intergenerational programs in schools. Anecdotal reports from these programs suggest that relationships are developing between children and older volunteers which seem to affect children's learning as well as their attitudes toward older people, and older persons' feelings of self-worth. Information gathered informally from participants in the Senior Citizen School Volunteer Program, one of the Generations Together programs based at the University of Pittsburgh, support such findings. To obtain a clearer picture of intergenerational contact and attitudes, children's perception of the elderly and children's view on aging was investigated in a study involving 256 fourth, fifth, and sixth grade children. What children know about aging, how they feel about being old or growing old, and what their behavioral intentions are regarding older people were explored. The study also tested the effect of consistent social contact with elderly persons on children's attitudes toward old age. Results are discussed. (RH)

ED 226 912 RC 013 888

Orange County Outdoor School: Teacher's Guide.

Orange County Dept. of Education, Santa Ana, Calif.

PUB DATE- Sep 80
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Answer Keys; Check Lists; Discovery Learning; Elementary Education; Environmental Education; *Learning Activities; Outdoor Activities; *Outdoor Education; *Planning; Records (Forms); *Resident Camp Programs; Student Participation; Teaching Guides; *Trails
IDENTIFIERS- *Orange County Outdoor School CA; *Precamping

Divided into six sections, the guide provides helpful information for the teacher to prepare students to attend the Orange County Outdoor School. Pre-camp responsibilities section provides pre-camp preparation checklists for the principal, teacher, parents, school nurse, and outdoor specialist; a checklist for morning departure; discipline policy for students; and an organization chart of the Outdoor School. The preparation before arrival section is designed to provide uniformity in the preparation of all students attending the Outdoor School and consistency with goals and objectives stated in the California State frameworks in science, social science, art, health, environmental education, English language arts, and physical education. The on-site curriculum section outlines effective ways of teaching in the out-of-doors while hiking on the geology trail, chapparal trail, forest trail, and riparian trail. Background information expounds on the school's geography, history, plants, rocks and minerals, insects, weather, animals and birds, and provides a glossary. Special classroom activities include pre-camp activities (student log book, friendship circle, adopt a tree, vocabulary list) and post camp activities (nature bingo, favorite trail, new feelings, sample test with answer key). Appendices provide information for parents, fund raising activities, clothing list, and forms (master roll, medical, parent permission, evaluation). (ERB)

ED 226 690 HE 016 016

Astin, Helen S.; Burciaga, Cecilia P.
Chicanos in Higher Education: Progress and Attainment.
Higher Education Research Inst., Inc., Los Angeles, Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Persistence; Access to Education; Career Choice; College Faculty; *College Students; *Enrollment Trends; Fellowships; Females; Followup Studies; Higher Education; *Majors (Students); Mexican American History; *Mexican Americans; *Outcomes of Education; Student Attitudes; *Student Characteristics; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- *Chicanos

The status of Chicanos in U.S. higher education was studied as par of an investigation of four disadvantaged racial/ethnic minorities. Attention was directed to: recent rates of educational access and attainment and factors influencing educational outcomes; trends in choice of major fields and career plans; representation in various fields; perspectives and employment experience of Chicano faculty members; demographic characteristics of Chicanos; and features of educational institutions and programs affecting the progress of Chicanos. A historical overview includes the origins of the Chicano Southwest. Data were obtained from a 9-year Cooperative Institutional Research Program study of 1971 freshmen and from surveys of Chicano educators and Ford Foundation Fellows. Findings include the following: the high school attrition rate for Chicanos ranges between 45-50 percent; in 1971, about two in five Chicanos entered college immediately after high school; from one-fourth to one-third completed a baccalaureate; and their rate of doctorate attainment is substantially lower than that of whites. Recommendations are offered for precollegiate education, community colleges, support services, financial aid, bilingualism, and minority women. A classification of major fields is appended. (SW)

ED 226 733 IR 050 100

Burgin, Robert
Rankings of Seventy Selected North Carolina Public Libraries in Twelve Selected Input and Output Statistical Categories.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Annual Reports; Library Circulation; Library Collections; Library Expenditures; Library Personnel; Library Services; *Public Libraries; Tables (Data)
IDENTIFIERS- *Library Statistics; Library Users; *North Carolina; Quantitative Data; Ranking

This report ranks 70 North Carolina public libraries in the following statistical categories: population served, operating expenditures, size of book collection, volumes held per capita, number of books circulated, book circulation per capita, staff by full-time equivalents (FTE), book circulation per staff member (FTE), cost to circulate a book, turnover rate, number of units of service, and units of service per capita. Data are presented in each category from highest to lowest ranking. (Author/ESR)

ED 226 867 PS 013 416

McCormick, Theresa E.
No One Model American Family: A Necessary Understanding for Effectiv
Multicultural Education Programs for Young Children.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cultural Differences; Early Childhood Education; *Family Involvement; *Individual Needs; Integrated Curriculum; Interdisciplinary Approach; Learning Experience; *Multicultural Education; Racial Differences; *Teacher Role; *Young Children

The diverse forms and changing nature of the American family have important implications for early childhood educators concerned with a multicultural group. In the wake of economic, technological, and energy changes, a single ideal American family no longer exists against which to measure all other family forms. Although the form of the nuclear family will survive and still functions well for some people, other viable forms (such as the aggregate family, the extended family, the single-parent family, and so on) serve the same purposes and should not only be tolerated but valued and appreciated as well. Understanding of various family modes adds new dimension to the role of the young child's teacher, requiring him or her to provide better rapport between the home and school and to be more responsive to the needs of culturally and ethnically different children. Such a dimension can be added only through an integrative and interdisciplinary approach to multicultural education that seeks to educate the "whole child" as a unique human being and to provide the opportunity for each child to reach maximum potential and retain a unique family heritage. (MP)

ED 226 928 RC 013 905

White, Herbert C.; Camacho, Jesse

You and Mini Corps.

California Mini Corps, Oroville.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Communication (Thought Transfer); *Field Experience Programs; *Master Teachers; *Migrant Education; State Programs; Student Evaluation; *Student Teacher Relationship; *Teacher Interns; Teacher Role; *Teacher Supervision; Work Experience Programs
IDENTIFIERS- *California Mini Corps; National Diffusion Network Programs

The Mini-Corps program aims to provide direct categorical service to migrant children which matches or exceeds performance standards prescribed in the California Master Plan, and to increase the number of professional educators who are especially trained, experienced and committed to work with migrant children. All Mini-Corps students are education majors, carrying a full college load. Mini Corps students also attend specially designed sessions in all academic areas, English as a Second Language (ESL), and cultural awareness.

Mini-Corps students work under the direct supervision of a Master teacher in both year round and summer programs. This paper briefly describes the role of the Master teachers and Mini-Corps students, the desired skills and experiences of the Mini-Corps students at the Teacher Aide I and II levels and at the Teacher Assistant I and II levels, some kinds of experiences that have proven difficult for Mini-Corps students in their early participation, what to do during the first days and through the program, the importance of free and open communication, and the time for conferences. The paper also includes some general guidelines for selecting initial lessons to be presented by the student and for conferencing with Mini-Corps students. (NQA)

ED 226 522 EC 150 691

Pace, R. Elwood; And Others
Rules and Regulations for Education Programs for the Handicapped.
Utah State Office of Education, Salt Lake City.
PUB DATE- 20 Nov 81
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Certification; Definitions; Delivery Systems; *Disabilities; Due Process; Elementary Secondary Education; Handicap Identification; Individualized Education Programs; Program Administration; *Special Education; State Aid; State Legislation; *State Standards; Student Evaluation; Student Placement
IDENTIFIERS- Utah

The manual presents Utah's rules and regulations for education programs serving handicapped students. Regulations touch upon the following topics (sample subtopics in parentheses): responsibilities of the State Office of Education (authority to make policy); child identification (child find and screening, referral, evaluation/classification process); service delivery (individualized education program, IEP contents and implementation, annual re-evaluation); administration and governance (comprehensive system of personnel development, prevalence of handicapping conditions, certification requirements); procedural safeguards (due process, least restrictive environment, confidentiality of information); and state reimbursement for handicapped program costs (administrative procedures for determining average daily membership in various service options, recovery of funds for a misclassified child). The bulk of the document is composed of nine appendixes, including definitions, criteria and procedures tests for 10 categories of disabilities; sample forms for required information; guidelines on confidentiality; and state certification endorsements for seven categories. (CL)

ED 226 554 EC 151 041

Bricker, William A.; Campbell, Philippa H.
Individualized Educational Programming. Revised.
Children's Hospital Medical Center of Akron, OH.; Kent State Univ., Ohio.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 82
GRANT- 300-77-0249; G007801682; G007903069; G007903259
AVAILABLE FROM- Children's Hospital Medical Center of Akron, 281 Locust St., Akron, OH 44308 ($9.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavior Modification; Class Organization; Decision Making; Diagnostic Teaching; *Individualized Education Programs; Learning Activities; *Program Development; Records (Forms); *Severe Disabilities; Student Educational Objectives; Testing

The manual is designed to help teachers develop effective and efficient individual educational plans for severely handicapped children. Initial sections explain the four major parts of educational programing (short- and long-term objectives, an instructional plan, and a means of monitoring progress) and the importance of a problem-oriented system. Subsequent sections address the following topics (sample subtopics in parentheses): selecting programing dimensions (instructional domains), determining programing objectives, motivating behavior (functional versus contrived consequences), selecting specific programing targets (maintaining behavior), and programing learning activities (flowcharting instructions). Also addressed are such programing components as the test-teach system, strong inference testing, data-based decision making, and classroom organization. Appended are sample sheets for recording various data. (SW)

ED 226 571 FL 013 429

Vu, Dinh Luu
English Vietnamese Mathematics Dictionary = Anh Viet Toan-Hoc Tu-Dien.

SPONS. AGENCY- Australian Commonwealth Schools Commission, Canberra
PUB DATE- 82
AVAILABLE FROM- Hodja Educational Resources Cooperative, Ltd., 135 Church St., Richmond, Australia 3121 ($8.00).
LANGUAGE- English; Vietnamese
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *English (Second Language); Higher Education; Languag Skills; Mathematical Concepts; *Mathematical Vocabulary; *Mathematics; Secondary Education; *Second Language Learning; *Vietnamese; *Vocabulary Development

An English-Vietnamese math dictionary for Vietnamese high school and college students is presented. The dictionary was developed for students within the Vietnamese-speaking refugee community in Australia, many of whom are advanced in mathematics but are held back by their unfamiliarity with English terminology. The first column in the dictionary gives the English term; the second column its Vietnamese equivalent; and the third column describes and explains each term in Vietnamese. The first column is arranged in alphabetical order rather than under a general heading (i.e., inscribed angle and obtuse angle are alphabetically listed rather than under the general heading 'angle'). Where Vietnamese words of similar meaning correspond to the same English word, the Vietnamese words are separated by commas, and when an English word has more than one meaning in Vietnamese, these meanings are numbered. Cross references are also included, and a table of mathematical symbols i appended. (SW)

ED 226 604 FL 013 514

Smith, Thomas Walter, Ed.; And Others
Cross Currents: Communication/Language/Cultural Skills, Volume IX, Number 2.
Language Inst. of Japan, Odawara.
PUB DATE- 82
AVAILABLE FROM- Cross Currents, Language Institute of Japan, 4-14-1 Shiroyama, Odawara, 250, Japan ($5.00 plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTIONS- Communicative Competence (Languages); *English (Second Language); English for Special Purposes; Intercultural Communication; *Japanese; Learning Activities; Nonstandard Dialects; Second Language Instruction; *Teaching Methods
IDENTIFIERS- Japan

This biannual journal presents articles, teaching ideas, and book reviews on a range of topics related to the teaching and learning of English as a second language and cross cultural communication issues, especially in regard to Japan and Japanese students. The nine articles address the following topics: (1) interview exercises based on the Community Language Learning approach, (2) a model for characterizing non-native varieties of English, (3) the feasibility of developing a Japanese English adapted to Japanese language and culture, (4) the use of folk tales to develop communicative competence, (5) the Total Physical Response approach, (6) teaching English for specific purposes, (7) a game for stimulating class discussion, (8) two reading or listening exercises, and (9) games for teaching English. (RW)

ED 226 619 HE 014 454

Deane, Nancy H.; Tillar, Darrel L.
Sexual Harassment: An Employment Issue. A CUPA Monograph.
College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 81
AVAILABLE FROM- College and University Personnel Association, 11 Dupont Circle, Washington, DC 20036 ($9.00, CUPA members; $12.00, nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrative Policy; College Students; *Court Litigation; Employer Employee Relationship; *Federal Legislation; *Females; Grievance Procedures; Higher Education; Personnel Policy; Policy Formation; *Sex Discrimination; *Sexual Harassment
IDENTIFIERS- *Civil Rights Act 1964 Title VII; *Equal Employment Opportunity Commission

A practical approach to the prevention of sexual harassment is considered, and a study of sexual harassment as perceived by victims, the courts, and the Equal Employment Opportunity Commission (EEOC) is presented. Attention is directed to the sociology of sexual harassment and to the following possible responses available to victims of harassment: acquiescing, declining but remaining silent, complaining through internal procedures, claiming unemployment compensation benefits after losing the job, pursuing state legal remedies, and filing a federal sex discrimination charge. Each possible response has negative consequences, and this places a victim in a double bind. Federal courts have addressed whether verbal and physical sexual advances are actionable under the central provision of Title VII of the Civil Rights Act of 1964. To understand the current position of the federal courts, some early and subsequent decisions are reviewed. The EEOC guidelines, which give a sweeping interpretation to the reach of Title VII in sexual harassment cases, are examined and sample policy statements prohibiting sexual harassment are presented. Attention is also directed to grievance procedures, sanctions, recordkeeping and reporting of sexual harassment, and students harassing students or employees. (SW)

ED 226 704 IR 010 581

Schneider, Walter; Fisk, Arthur D.
Processing With and Without Long-Term Memory Modification: Attention, Level of Processing and Word Frequency.
Illinois Univ., Champaign.
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Personnel and Training Branch.
REPORT NO.- HARL-ONR-8203
PUB DATE- Jul 82
CONTRACT- N000-14-81-K-0034
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Attention; Attention Control; *Classification; *Cognitive Processes; Cues; Learning Theories; *Long Term Memory; Models; *Recognition (Psychology)
IDENTIFIERS- *Attention Theory; Automatic Language Processing; Encoding (Psychological); Encoding Processes; Semantic Categories; Stimulus Characteristics

The automatic/controlled processing theory proposal that the modification of long term memory (LTM) occurs only during controlled processing, and that stimuli can be automatically processed with no resulting LTM effect was tested in two experiments. In the first experiment, subjects were shown words while performing tasks involving either intentional learning, semantic or graphic categorization, or a distracting digit search while trying either to remember or ignore simultaneously presented words. In the distracting digit search conditions, frequency judgments of words were at or near chance. Distractor learning for the semantic and intentional conditions was better than for graphic orienting, which was better than chance. In the second experiment, subjects were trained for approximately 5000 trials to develop an automatic categorization response. Subjects then categorized distractor words as not being vehicle words 1 to 20 times and performed a frequency judgment and forced-choice recognition test. Results showed no evidence of a frequency estimation ability and little recognition memory for words semantically categorized 20 times. Results support the hypothesis of a close connection between controlled processing and LTM storage and suggest a reinterpretation of the Hasher and Zacks (1979) "automatic encoding concept." (Author/LMM)

ED 226 749 IR 050 117

Censorship of IMC Materials in Wisconsin Schools. Part I: Focus on Middle/Junior High Schools. Results of a Survey Conducted in May 1980.

Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Board of Education Policy; *Censorship; Intermediate Grades; Junior High Schools; *Learning Resources Centers; *Library Material Selection; Library Surveys; Parent School Relationship; *School Libraries
IDENTIFIERS- *Wisconsin

Professional staff in school libraries and instructional media centers (IMCs) located in 229 Wisconsin middle and junior high schools were surveyed anonymously to collect information on censorship attempts in their schools during 1978-79 and 1979-80. A total of 212 surveys were returned. Survey participants were asked to respond to questions regarding their school library or IMC selection policies, the occurrence of censorship attempts, the types of material questioned, the sources of objections to school library or IMC material, the reasons given for censorship attempts, and the outcome of the attempts. Background details were also collected, including grades and types of school districts served, school enrollments, and staff employed in the school library or IMC. This report briefly presents the survey results, in terms of percentages. Parents are reported as the major source of censorship attempts. It is noted that each Wisconsin school district should have an official school board-approved policy for both the selection and reconsideration, if necessary, of school library IMC material, and that statistics gathered on censorship attempts in Wisconsin elementary and high schools will be reported in later publications. (ESR)

ED 226 776 JC 830 059

Sachs, Steven Mark

A Refinement of the Relationship between Examination Performance and Mathematics Test Anxiety.

PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Achievement; Achievement Tests; *College Mathematics; Community Colleges; Introductory Courses; *Mathematics Anxiety; Mathematics Education; Scores; Two Year Colleges

A study was conducted at an urban community college in California to investigate the relationship among students' incoming mathematics skills, as measured by an achievement test administered when they entered the college; their math test anxiety, as measured by the Math Test Anxiety Index administered at midterm in an introductory mathematics course; and their performance on the midterm examination in the same course. Scores on all three measures were available for 54 of the students enrolled in the four sections of the course. The study revealed significant correlations between: (1) high entering math scores and low math anxiety scores, and high anxiety and low entering math scores; (2) students' entering math scores and their scores on the midterm examination; and (3) students' math anxiety level and their math test performance, even when controlling for the factor of initial skills level. The study report includes a review of the literature on math anxiety and student performance. The Math Test Anxiety Index is appended. (HB)

ED 226 805 JC 830 116

Lucas, John A.
Longitudinal Study of Performance of Students Entering Harper College 1967-1981. Volume XII, Number 4.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 2 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Persistence; *Attendance Patterns; Community Colleges; Continuing Education; *Full Time Students; *Grade Point Average; Longitudinal Studies; *Part Time Students; Two Year Colleges; *Two Year College Students

A longitudinal study of full- and part-time credit students was conducted at William Rainey Harper College (WRHC), Palatine, Ill., to provide comparative information on student performance and achievement between 1967 and 1981. A random sample of 200 full-time and 200 part-time students entering WRHC each fall during this period was selected, and the students' transcripts were examined to obtain data on grade point average (GPA), cumulative hours attempted and passed, persistence/attendance patterns, and number of semesters registering. The study revealed: (1) student GPA's rose following administrative decisions made in 1972 and 1974 which liberalized grading policies; (2) the average full-time student starting between 1972 and 1978 accumulated 42 credit hours and attended 4.4 semesters, and 35.5% of these students received a degree or certificate; (3) the average part-time student starting between 1971 and 1977 accumulated 17 credit hours and attended more than 3 semesters, and 11% of these students received a degree or certificate; (4) the percentage of full-time students taking continuing education courses rose from 8.0% in 1969 to 19.5% in 1974, then fell to 7.0% in 1980 and 1981; (5) the percentage of part-time students taking continuing education courses rose from 16.5% in 1967 to 29.5% in 1975 before falling to 13.5% in 1980 and 17.0% in 1981; and (6) the average student age throughout the period was 18.6 years for full-time students and 26 years for part-time students. (Author/HB)

ED 226 898 RC 013 873

Moore, Carolyn
Native American Attrition Study.
Albuquerque Technical Vocational Inst., N. Mex.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- American Indian Education; *American Indians; *Dropout Research; *Needs Assessment; Postsecondary Education; *Student Attrition; *Vocational Education
IDENTIFIERS- *Albuquerque Technical Vocational Institute NM

The Albuquerque Technical-Vocational Institute (T-VI) is a post-secondary school offering full-time occupational training in 32 skill areas and a preparatory program for students inadequately prepared to enter a vocational major program. The institute enrolls a sizeable number of Native American students, but the attrition of these students is greater than any other ethnic group at T-VI. In addition, a large number of Native American students who withdraw do so without going through the exit interview process. The purpose of the study was to determine the reasons why Native American students withdraw from T-VI and to recommend ways in which Native American attrition can be reduced. Forty-nine former students who had recently withdrawn were interviewed. For this sample, personal characteristics are described along six dimensions, and their assessment of T-VI is described along seven dimensions. Primary reasons for withdrawal, accounting for 69% of the withdrawals, were lack of money, academic difficulties, transportation, and personal and family problems. Recommendations include early identification of Native American students; emphasis on outreach, financial aid, and academic assistance; assistance with transportation arrangements; career and personal counseling; and closer contact with tribal and agency counselors. (Author)

ED 226 588 FL 013 488

Lee, Kenneth B.
Evaluation of Foreign Language Program in Urban Community.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; Course Objectives; *Educational Assessment; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Language Teachers; Language Tests; Outcomes of Education; *Program Evaluation; School Districts; *Second Language Programs; Self Evaluation (Individuals); Student Evaluation; *Teacher Supervision; Urban Schools

The evaluation of urban foreign language programs by the teacher, supervisor, and school district, county, or other agency is discussed. Evaluation of the program by the teacher is largely a self-evaluation process to reexamine the course objectives and student achievement based on specific criteria. Criteria may include teacher-produced tests, standard language proficiency tests, and student questionnaire responses. The supervisor's evaluation may be based on observation of instruction, as well as periodic self-evaluation (i.e., whether sufficient guidelines and materials were provided to the teachers). The school district or county education office may form an audit team with several professional members in the field of foreign language teaching. Areas to be covered by the audit team would include policy, regulations, directives, scheduling, cost-effectiveness, student attrition, and teacher-student ratio. The quality of textbooks, instructional aids, standard tests, and classroom instruction would also be investigated. All evaluators may employ the following methods and instruments: opinion surveys, interviews, direct observations, review of records, discussion and analysis, and summarization/findings/recommendations. (SW)

ED 226 632 HE 015 605

Pile, Wilson, Ed.
Massachusetts Higher Education in the Eighties: Access and Finance. A White Paper. The Alden Seminars.
Association of Independent Colleges and Universities of Massachusetts.; Massachusetts Univ., Boston. Center for Studies in Policy and Public Interest.
SPONS. AGENCY- Alden (George I.) Trust, Worcester, MA.; Ford Foundation, New York, N.Y.
PUB DATE- Jun 82
AVAILABLE FROM- University of Massachusetts, Center for Studies in Policy and the Public Interest, The Library Harbor, Campus, Boston, MA 02125.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Access to Education; Case Studies; Educational Finance; Educational Opportunities; Equal Education; Financial Policy; *Financial Problems; *Government School Relationship; *Higher Education; Position Papers; Public Policy; School Business Relationship; State Government; *Student Financial Aid
IDENTIFIERS- *Boston College MA; *Massachusetts

Two position papers for the Alden Seminar on Higher Education and an overview of the January 1982 Alden Seminar meeting are presented. The Alden Seminars, which are attended by officers of business and industry and colleges and universities in Massachusetts, provide a forum for the discussion of the current situation in higher education, with particular reference to Massachusetts. Seminar topics included: quality in higher education; access to higher education for nontraditional students, particularly Blacks and Hispanics; and information needs on Massachusetts higher education conditions. In "All But a Privileged Few: The Emerging Financial Aid Crisis," John J. Maguire considers problems in enrollments, quality, and the availability of student financial aid. He cites the case of Boston College and discusses a pricing and financial aid strategy and the role of the State of Massachusetts. In "Equality and the Finance of Higher Education: A 'Possibilist' Perspective," Michael S. McPherson examines the idea of promoting social equity through the finance of higher education. Attention is also directed to sources of discontent with the welfare state, specifically the pursuit of equity through governmental action and its implications for higher education. (SW)

ED 226 647 HE 015 910

Sorcinelli, Mary Deane; Willis, Barry
A Faculty Development Needs Assessment of Noncredit Instruction.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adult Students; College Students; Faculty College Relationship; *Faculty Development; Higher Education; *Needs Assessment; *Noncredit Courses; Nontraditional Students; Student Characteristics; *Teacher Attitudes; Teacher Background
IDENTIFIERS- *Indiana University

Perceptions of Indiana University teachers of noncredit courses for adults and implications for faculty development programming were assessed. Of the 26 randomly selected instructors from the nine regional campuses, 73 percent identified their full-time occupation as being business-related, 19 percent were part- or full-time faculty, and 8 percent taught on the elementary or secondary level. Respondents provided information concerning: the names of the courses they were teaching; previous teaching experience; their selection as course instructors; perceived reasons students chose the courses; the general background of students (age, educational background, occupation); teaching methods employed; student roles/activities; perceived teaching strengths and weaknesses; and the effectiveness of the university in meeting their needs as noncredit teachers. It was found that the diverse backgrounds of adult learners provided the greatest challenge to the noncredit instructor. Recommendations include that: noncredit instructors should be provided information on the characteristics of adult learners; communication between teachers and administrators should be improved; and the university should better promote noncredit programs and recruit students. (SW)

ED 226 662 HE 015 930

Carroll, C. Dennis
Who Applied for Student Financial Aid? National Center for Education Statistics Bulletin.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-82-247b
PUB DATE- Jan 83
AVAILABLE FROM- National Center for Education Statistics, 400 Maryland Avenue, SW, Washington, DC 20202.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Aspiration; College Bound Students; College Students; *Family Characteristics; Family Income; *Financial Aid Applicants; Higher Education; *High School Seniors; National Surveys; *Parent Attitudes; *Student Costs; *Student Financial Aid
IDENTIFIERS- *High School and Beyond (NCES)

Data on financial aid applicants are presented, based on 1980 findings from High School and Beyond (HS&B), a national longitudinal study conducted by the National Center for Education Statistics. The information was obtained from parent responses to questions about the financing of education for their children, along with student questionnaire responses. Fifty-one percent of the 1980 high school seniors who aspired to continue their education (college, vocational, or technical postsecondary training) applied for student financial aid by the fall of that year. The rates of application varied as a function of student plans, inclinations, and aspirations; family wealth; family size; parent knowledge of financial aid programs; and expected schooling costs. Several of these factors appeared to have as significant a relationship with rates of application for aid as did family wealth. For example, the amount of parental knowledge about the Pell grant program was strongly related to differences in application rates. These differences were greater than those associated with family income or amount of savings for college. After controlling for family income, the factors showing the strongest relationship with application rates were parental knowledge, students' high school grades, and expected schooling costs. (SW)

ED 226 734 IR 050 101

Gustafson, Kent L.; Smith, Jane Bandy

Research for School Media Specialists.

Georgia Univ., Athens. Dept. of Educational Media and Librarianship.

PUB DATE- 82

AVAILABLE FROM- Department of Educational Media and Librarianship, University of Georgia, Athens, GA 30602.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Audiovisual Aids; Check Lists; Computers; Data Collection; Educational Technology; Evaluation Criteria; Evaluation Methods; Instructional Design; *Learning Resources Centers; *Research Design; *Research Methodology; Research Reports; *Research Skills; *Research Tools; *School Libraries

IDENTIFIERS- Personal Information Systems

General research designs and procedures, special methods applicable to libraries and media centers, and research techniques from educational technology are discussed in this guide to research applications in the school media center. Topics covered include the nature of the research process; the identification and definition of researchable questions and accompanying hypotheses; the location of information, particularly in publications relevant to media library researchers; types of personal information systems; the evaluation of existing research; the elements of survey research and 10 additional research designs; the analysis and interpretation of data; and summarizing and reporting results. A research case study on the subject of children's preference for two types of book bindings and a 52-item bibliography are also provided. Appendices comprise a discussion of time and cost data collection instruments with a sample data collection instrument given; a series of pathfinders to related literature and other sources of information in the areas of audiovisual equipment, computers in education, educational technology, instructional design, and school media centers; a list of resources for locating reference materials, research reports, statistics, and other information; and a sample form for the evaluation of existing research. A feedback form concludes the guide. (ESR)

ED 226 763 IR 050 132

Line, Maurice B.; And Others
The International Provision and Supply of Publications.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- PGI-81/WS/30
PUB DATE- 31 Dec 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Interlibrary Loans; *International Programs; *Library Cooperation; Library Expenditures; *Library Surveys; Models; National Programs; Questionnaires; *Reprography; Tables (Data)
IDENTIFIERS- Access to Information; Universal Availability of Publications

As part of a Universal Availability of Publications (UAP) program, this report describes the current situation in international interlending and possible future models. From a review of literature and statistics previously collected, and a 1979 study of 15 international supply centers, it is concluded that international loan demand is increasing rapidly and that satisfaction rates and speed of response vary greatly. Secondly, two further studies are described which evaluate the extent to which distance affects speed of supply in international loans. It is reported that in 1979/80 no significant difference was found between supply time from India to five other Asian countries, and supply time from the British Library Lending Division to the same Asian countries. Based on data collected in the above studies, a discussion of factors relevant to the planning of international availability is presented. The components and requirements of an international supply system, photocopying of materials, cost recovery, barriers to international availability, and the effect of technological development on international lending are among the factors considered. Finally, several possible patterns of international availability are identified and evaluated, including worldwide, regional, national, and cooperative interlending models. A major distinction is made between copiable and non-copiable materials in these models of international availability. (ESR)

ED 226 852 PS 013 391

Mosley, Beatrice B.; Plue, W. V.
A Comparative Study of Four Curriculum Programs for Disadvantaged Preschool Children.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *Disadvantaged Youth; *Experimental Curriculum; *Language Skills; Measures (Individuals); *Preschool Children; Preschool Education; Pretests Posttests; *Program Effectiveness
IDENTIFIERS- Project Head Start

A study was undertaken to determine whether four commercially prepared language programs would bring about better gains in the language achievement of disadvantaged preschool children than would activities planned by teachers themselves. The four commercial programs included the Peabody Language Development Kit: Preschool (PLDK-P); the Ginn Language Development Program-A (GLDP-A); the Open Court Language Development Program: Kindergarten (OLLDP-K); and the Distar Language Program: I (DLP-I). In addition, a program called "Control Language Development: Kindergarten" (CLDP-K) was used; this consisted of activities planned by the teachers themselves that did not follow a prescribed manual or outline. Children in 10 Head Start classes were randomly assigned to a treatment group consisting of two teachers and their classes. All 140 children met the criteria for "disadvantagedness" based on parent occupation and other indices on the Office of Economic Opportunities poverty guidelines. Subjects were tested once prior to the experiment for their initial language skills and then again after 60 days of instruction. Comparisons of subjects' pretest and posttest scores indicated that all four structured programs produced better gains than did the teacher-made materials. Of the four programs studied, the Peabody Language Development Kit (PLDK-P) seemed to produce better general results than did the others. (MP)

ED 226 883 RC 013 856

Collier, John, Jr.

Enduring Functions of Ethnicity.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Acculturation; *American Indian Culture; American Indian Education; *American Indians; Cultural Context; Elementary Secondary Education; *Ethnicity; *Futures (of Society); Lifestyle; *Nature Nurture Controversy; Public Schools; Social Integration; Urban American Indians
IDENTIFIERS- American Indian History

The American environment is a culturally splintered and future-related society, representative of the freedoms, stresses, and acute needs created by a modern life style. The contemporary Native American renaissance in America is a direct response to the technological urban lifestyle that dominates the quality of American life. This resurgence is coming out of the future, not from the past, because the Indian revival is created in the cities and not from the mysticism of desert mountains and plains. Government attempts to assimilate tribal America have worked in the reverse. Hardships of city living, with its human isolation, were met by a renewal of Indian personality. Ethnography has largely dealt with the material shape of culture and now anthropology needs to develop new schemes of culture that give function to the "soft-ware" of ethnic fulfillment--the psychological strengths that offer both fulfillment and renewal. Both retention and resurgence of ethnicity suggest there are powerful needs to fulfill in retaining cultural systems and cultural identity. Ethnicity, retention of the first language, religious ceremonies, and fulfillment can be the very structure of personality or individualism. (AH)

ED 226 677 HE 015 945

Holmstrom, Engin Inel
Overview of Graduate Programs in Public Health Outside Schools of Public Health, 1981-82.
Bureau of Social Science Research, Inc., Washington, D.C.

SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.
REPORT NO.- HRP-0904476
PUB DATE- Sep 82
CONTRACT- DHHS-232-80-0054
AVAILABLE FROM- Division of Associated and Dental Health Professions, Bureau of Health Professions, Health Resources and Services Administration, Hyattsville, MD.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Advisory Committees; Agency Cooperation; *Allied Health Occupations Education; *College Programs; Graduate Medical Education; *Graduate Study; Health Services; Higher Education; Nutrition; Occupational Safety and Health; *Preventive Medicine; *Professional Associations; *Public Health; Student Characteristics

A 2-year project that identified and described characteristics of graduate programs outside schools of public health is briefly summarized. The project also established linkages among professional organizations representing graduates from these programs. Recommendations of the advisory committee, which was composed of representatives from these organizations, are also offered. The great majority of graduate programs were located on campuses usually identified with high levels of research activity. For 1981-1982, 317 graduate programs located outside schools of public health were identified in the fields of community health nutrition, environmental and occupational health, epidemiology, health services administration and planning, health education, health statistics, community health and preventive medicine, and residency programs in preventive medicine and dentistry. Information is presented on program characteristics, program size, faculty, student characteristics, racial/ethnic minority representation, and sex distribution. It is recommended that there be an exchange of information and data collection methodologies regarding graduate programs in public health and the professions. Recommendations for future research are also offered. (SW)

ED 226 719 IR 010 600

Arsulich, Michael
Microcomputers in Education. Selected Bibliography.
PUB DATE- 7 May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy; *Computer Managed Instruction; Computer Oriented Programs; *Computer Programs; Drills (Practice); Evaluation Criteria; Media Selection; *Microcomputers; *Programing
IDENTIFIERS- Computer Games; Computer Simulation; Tutorial Mode

The more than 300 recent publications on microcomputers in education which are listed include guides, several books, ERIC documents, and journal articles. Entries are categorized by six primary topic areas: microcomputers; computer literacy; computer assisted instruction (drill and practice, tutorial, and simulation applications); computer managed instruction; computer programming; and computer software. Materials cover applications in varied content areas and grade levels, and include information on microcomputer and courseware selection, current programs, and evaluation of programs and applications. (LMM)

ED 226 791 JC 830 093

Loftus, Virginia L.; And Others
Financial Characteristics of U.S. Community College Systems during Fiscal Years 1977 and 1980.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Community Colleges; Educational Change; *Educational Finance; *Educational Trends; Enrollment Trends; Fees; *Financial Policy; *Financial Support; National Surveys; *State Aid; Student Costs; Tuition; Two Year Colleges

A study of community college funding in 1977 through 1980 was conducted to determine whether a trend evident from 1950 through 1975 toward increased state funding, tuition, and fees and concomitant decreased local funding continued during the latter part of the 1970s. The study also tabulated statistical information concerning the financial characteristics of state public community college systems. Study findings, based on reports and studies of community college finances and enrollments and on census data, included the following: (1) between 1977 and 1980, local revenues decreased by 6.9%, tuition and fees by 0.8%, and federal funding by 0.2%, while state revenues to community colleges increased by 6.3%; (2) during this period, 9 states experienced an increase in tuition and fees as a percentage of total revenues, while 37 states experienced a decrease; (3) 64% of the community college students attended part-time in 1979, compared to 58% in 1976; (4) average revenues per full-time equivalent student increased 28% between 1977 and 1980; (5) the largest shift in funding occurred in California, where state revenues increased from 40% to 65%, and local revenues decreased from 46% to 19%; and (6) the majority of the 27 states that altered types of funding plans changed from more complicated plans, such as cost-based program funding and minimum foundation funding, to less complicated plans, such as negotiated or unit rate funding. (HB)

ED 226 538 EC 151 016

Visually Impaired: Curriculum Guide.

Alberta Dept. of Education, Edmonton.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Communication Skills; Curriculum Guides; *Educational Objectives; Elementary Secondary Education; Fine Arts; Home Management; Interpersonal Competence; Job Skills; Mathematics; Motor Development; Preschool Education; Safety; Science Instruction; Self Expression; *Skill Development; Social Studies; *Teaching Methods; *Visual Impairments; Visually Handicapped Mobility; Vocational Education

The curriculum guide provides guidelines for developing academic and living vocational skills in visually handicapped students from preschool to adolescence. The document, divided into two sections, outlines objectives, teaching strategies, and materials for each skill area. Section 1 covers the following academic skills: communication, mathematics, social studies, and science. The living/vocational skills addressed in section 2 are divided into six developmental levels and include: understanding of self and others, orientation and mobility, health, safety, work skills, home management, motor development and physical activities, and fine arts and individual expression. Each skill area section in the guide is preceded by an introduction which offers information on teaching methods, sample projects, and planning. Appendixes include a program overview chart, a student profile/checklist, and a list of resources. (SW)

ED 226 691 HE 016 017

Drew, David E.; And Others
A Profile of the Jewish Freshman: 1980.
Higher Education Research Inst., Inc., Los Angeles, Calif.
SPONS. AGENCY- American Jewish Committee, Newark, N.J. Regional Office.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Aspiration; *College Freshmen; Comparative Analysis; *Family Characteristics; Females; Geographic Distribution; Higher Education; *Jews; Males; Private Colleges; *Religious Cultural Groups; State Colleges; *Student Attitudes; *Student Characteristics; Two Year Colleges

The backgrounds, aspirations, attitudes, and activities of Jewish college freshmen who entered college in the fall of 1980 were compared with those of non-Jewish freshmen, as a replication of a 1969 study. Based on the Cooperative Institutional Research Program, extensive data (80 pages) are presented of national norms for freshmen by religious background and type of institution. Three sets of norm tables provide data for men, women, and all freshmen combined. Each table includes Jewish students and those of other religions in all institutions, two-year colleges, and four-year colleges and universities. Results are presented in percentages of respondents to each item, weighted to approximate the national percentage for each item. Data are also presented for public four-year colleges, private nonsectarian four-year colleges, public universities, and private universities. Additional normative profiles are reported for the East, Midwest, South, and West. The number of actual participants, institutional sample sizes, and percentages of students from each religion are also indicated. The 1980 Student Information Form is appended, along with a coding scheme for parent occupational categories and a list of states included in each region category. (SW)

ED 226 777 JC 830 061

Dennison, John D.
The Canadian Community College in the Eighties--Strategies for Survival.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Change Strategies; *College Role; *Community Colleges; Educational Change; *Educational Development; *Educational History; Educational Objectives; *Educational Philosophy; Foreign Countries; Public Opinion; Two Year Colleges
IDENTIFIERS- *Canada

As socio-cultural imperatives change, as political agencies reassess their priorities, and as the demographic pattern of society fluctuates, Canadian community colleges must redefine their roles in the context of their history. Most provincial college systems have enjoyed less than 20 years of evolution. However, it is not simply a lack of maturity they must combat, but a more critical problem associated with the conflicting conceptual roots from which they grew; that is, they embody a North American popularist approach to education within a more conservative and elitist climate reflective of British educational tradition. The colleges were created as a democratizing agent, to provide technological and vocational training to meet the needs of a changing economy, to generate political and social change, and to offer important community resources, particularly in rural areas. To maintain these reformist ideals and commitment to community needs, in light of the social changes brought by the 1970's, community colleges must adopt essential strategies for survival, including: (1) establish their identity, mission, and mandate; (2) respond to national priorities by mounting new programs, meeting the needs of special groups, and developing cooperative ventures with industry; (3) seek a new style for meeting the demands of the workplace and for providing learning opportunities; and (4) document the social and economic benefits that accrue to communities in which the colleges are present. (DAB)

ED 226 820 PS 013 321

Fugitt, Eva D.
"He Hit Me Back First!" Creative Visualization Activities for Parenting and Teaching.

REPORT NO.- ISBN-0-915190-36-2
PUB DATE- 83
AVAILABLE FROM- Jalmar Press, 42 Hitching Post Drive, Bldg. 2, Rolling Hills Estates, CA 90274 (Paper, $9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Academic Achievement; *Children; Death; Elementary Education; *Imagination; Instructional Materials; *Learning Activities; Parent Materials; Parent Role; *Personality Development; *Self Control; *Self Esteem; Teacher Role
IDENTIFIERS- Choice Behavior; Guided Imagery; *Psychosynthesis; Will Power

Activities for home and school designed to help children become aware of their own inner authority and ability to choose are offered in this book. Techniques and activities are based on the principles of psychosynthesis, a comprehensive educational approach to human growth and development pioneered in 1911 by Italian psychiatrist Robert Assagioli. Psychosynthesis is described as a creative approach to the harmonious integration of the whole personality (the physical, emotional, mental, and spiritual aspects of one's self) that utilizes the will, intuition, and creative imagination. Psychosynthesis applied to children is a highly modified version of that used in adult counseling. Basic techniques of creative imagination, "dis-identification," and development of will have been adapted to the child's level of growth. Concepts introduced at this level are that (1) children have many unique and varied parts within themselves, (2) they have a unifying center or "wise part" that they can trust, and (3) they control their own thoughts and behavior through the implementation of the will. Activities in the book progress in difficulty and are intended for children of all ages, all levels of intelligence, and all abilities. Examples of children's work are included for most exercises. (RH)

ED 226 836 PS 013 372

Long, Thomas J.; Long, Lynette

Latchkey Children.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-78-0008
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- After School Programs; *Emotional Experience; Incidence; Intervention; *Research Needs
IDENTIFIERS- *Latchkey Children; *School Age Day Care

The review of current research presented here describes literature dealing either directly or indirectly with school-age latchkey children. Implications of this research are suggested as they relate to the following questions: Are latchkey children at risk? If so, at how much risk and in which areas? Are there factors that mitigate or lead to greater risk? What are the long term effects, whether positive or negative, of the latchkey experience? If self-care appears to reduce risks that outweigh the opportunities it provides, what might be done to change this proportion? It is argued that these and other questions need to be addressed more fully before intervention strategies, briefly described in the last section of the paper, can be successful. (MP)

ED 226 868 PS 013 417

McCormick, Theresa; Kasnic, Michael
Other People and Myself: An Heritage Arts in Education Program.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Art Activities; *Art Appreciation; Attitude Change; *Cultural Awareness; Elementary Education; *Elementary School Students; Interdisciplinary Approach; *Learning Experience; *Program Effectiveness; Summer Programs

Results are reported from a study designed to determine the effectiveness of a 3-week interdisciplinary, multicultural art experience in changing children's attitudes about stereotyping or acceptance/rejection of people different from themselves. A total of 22 upper-elementary school-age children participated in the program. Subjects were administered the Other People and Myself attitudinal test before and after engaging in the program. Results indicated that while the program fulfilled its goal of providing a wide range of interdisciplinary, multicultural art experiences, no significant change in attitudes concerning stereotyping or acceptance/rejection of individual differences occurred among the children. Despite the lack of findings indicating a change in attitudes, responses to the program by children and their parents indicate its value for further curriculum development. (MP)

ED 226 913 RC 013 889

Firestone, William A.
Great Expectations for Small Schools: The Limitations of Federal Projects.
REPORT NO.- ISBN-0-03-057397-1
PUB DATE- 80
AVAILABLE FROM- Praeger Publishers, 521 Fifth Avenue, New York, NY 10017 ($28.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTIONS- Administrator Role; Case Studies; *Change Strategies; Conflict; Educational Objectives; Elementary Secondary Education; *Federal Programs; Government School Relationship; Individualized Instruction; Local Issues; Program Design; *Program Implementation; Rural Education; *School Districts; *Small Schools; Teacher Participation
IDENTIFIERS- *Experimental Schools Program; *Resistance to Change
This book describes the chain stretching from President Nixon's announcement of the Experimental Schools Program in 1969 to the midpoint of its implementation in the Butte-Angels Camp School District (pseudonym for a small mountainous district 400 miles from Denver) in 1976. The story is told in some detail to illustrate the complexities of the process--complexities that are not really well understood either by the people in Washington who design a new program or the people in schools who respond to it. The emphasis in this case is on what took place in the district. As a result, the story portrays the mulitfaceted context in which this project was implemented and the host of issues and special interests that became attached to it. The actual story tells how the district's project was transformed into something that was very different from what was expected by program managers in Washington or by the district's superintendent and his staff who wrote the initial proposals that were funded. However, it provides an opportunity to explore a number of issues that concern those involved in change efforts at whatever level. (Author/BRR)

ED 226 929 RC 013 906

Jones, Richard S.

Federal Programs of Assistance to American Indians. A Report Prepared for the Senate Select Committee on Indian Affairs of the United States Senate, Ninety-Seventh Congress, Second Session.

Library of Congress, Washington, D.C. Congressional Research Service.

SPONS. AGENCY- Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

PUB DATE- Dec 82

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- Adult Education; *American Indian Education; *American Indians; Economic Development; Elementary Secondary Education; Eligibility; *Federal Aid; *Federal Indian Relationship; Federal Legislation; *Federal Programs; Health Services; Housing; Natural Resources; *Program Descriptions; Social Services

IDENTIFIERS- Bureau of Indian Affairs

Updated information provided by 25 executive agencies of the Federal Government describes (1) programs specifically designed to benefit Indian tribes and individuals; (2) programs which specifically include Indians or Indian tribes as eligible beneficiaries; and (3) programs which may not specifically denominate Indians or Indian tribes as eligible beneficiaries, but which are deemed to be of special interest to Indians. Most entries include name, nature and purpose of program; eligibility requirements; information sources; application procedures and deadlines; authorizing legislation; administering agency; available assistance; use restrictions; fiscal year 1980-82 appropriations; obligations incurred; local and Washington contacts; and related programs. Programs sponsored by the Department of Education include grants to local educational agencies, special programs and projects, adult Indian education, grants to Indian-controlled schools, fellowships for Indian students, vocational education program for Indian tribes and organizations, vocational rehabilitation, handicapped preschool and school programs, basic educational opportunity grant program, bilingual education, and grants to strengthen development in higher education institutions and school assistance in maintenance and operation. The Bureau of Indian Affairs Offices of Indian Education Programs, Indian Services, Trust Responsibility, and Administration list a total of 36 programs. (ERB)

ED 226 523 EC 150 694

Schaeffer-Dresler, Patricia Marie
Hearing Impaired Children from Spanish Speaking Homes.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Family Relationship; *Hearing Impairments; *Interaction; Intervention; *Language Acquisition; *Limited English Speaking; Parent Child Relationship; Preschool Education; *Spanish Speaking

Four families with hearing impaired preschoolers who were involved in parent-infant education at the John Tracy Clinic in Los Angeles were included in a study of the effects of limited English speaking parents on children with hearing impairments. The 6 month parent-infant education program was provided in Spanish. Sessions were adapted to each family's unique needs, with emphasis on such aspects as the parents' role as language stimulators for their child, use of Spanish or English with each child, care and use of appropriate amplification, implications of hearing loss, behavioral management techniques, and particular problems expressed by parents, videotaped family interactions before and after the intervention were analyzed according to use of language, parent's teaching styles, parent's language pattern mode, and parent's method of interaction. Results showed that, given instruction in Spanish and encouragement to use Spanish, the parents served as good language models for their children. Skill growth was found in teaching style, language mode, and method of interaction. Among implications of the study was that professionals providing support services need to be competent bilingually in Spanish and English. (CL)

ED 226 555 EC 151 042

Velotta, Paulie
Recipes for Parent Programming.
Children's Hospital Medical Center of Akron, OH.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC
PUB DATE- 81
GRANT- G007900506
AVAILABLE FROM- Children's Hospital Medical Center of Akron, 281 Locust St., Akron, OH 44308 ($9.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Cooperation; *Disabilities; Early Childhood Education Group Activities; *Intervention; *Parent Counseling; *Parent Education; Program Descriptions
IDENTIFIERS- *Early Intervention Program

The manual serves as a guide for developing early intervention programs to meet the needs of parents of young handicapped children. An introductory section explains early intervention program goals--be available, listen, work cooperatively, and obtain and give feedback. Chapter 1 describes the Early Intervention Program in terms of program services, program scheduling, and parent and family services. Seven subsequent chapters provide descriptions of selected projects in the following areas: educational, therapeutic, social, money-making, special activities, parental involvement, and new ideas. Agendas, information sheets, and forms are provided for activities which include child management, group counseling, outings, bake sales, exercise programs, self-help, and parent newsletters. Parent interest checklists are also provided. (SW)

ED 226 572 FL 013 454

Baecher, Richard E.
Bilingualism, Language Proficiency, and Language Learning: Issues ar
Definitions.
PUB DATE- 30 Jan 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Bilingualism; *Definitions; English (Second Language
*Language Proficiency; Second Language Learning

Based upon selected aspects of the theory of definition as propose by Leonard (1967), results of the different conceptions of language proficiency are discussed. Properties of definitions, such as ambiguity and vagueness, and basic rules for defining terms are applied to current definitions of language proficiency in order to evaluate their adequacy. Rules of definition include clarity, avoidance of figurative language, avoidance of simple synonyms, and provision of the essential characteristics of the term being defined. English language proficiency has been given different operational definitions depending on the context in which it has been discussed. Guidelines for formulating clearer and more precise definitions of language proficiency are offered. Assessors should specify the attributes with which they are concerned, distinguish between trait names and trait definitions, and consider the types of individuals that they are trying to assess. (RW)

ED 226 589 FL 013 489

Dromi, Esther
On the Identification of the Extension Behaviors of New Words.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Child Language; Definitions; Hebrew; *Language Acquisition; *Semantics; *Vocabulary Development

Theories of the acquisition of word meaning among children are reviewed and a case study of one child is reported. Three models of how the young child associates words with underlying concepts and conventional meanings are noted. While one model proposes that children initially overextend word meanings, the other two models propose that new words may initially refer only to a single referent. A monolingual Hebrew speaking child was studied over an 8-month period extending from the emergence of her first meaningful word to the time she combined words. Notes, recordings, and videotapes of interactions were used to collect data. The use of the 337 words acquired by the subject during the study period was analyzed according to extension categories, including underextension, regular extension, overextension, and unclassifiable. Definitions and examples of each category are provided. Underextension of word meaning during the early stages of acquisition was prevalent, but overall it was observed that different words follow different routes of meaning development. (RW)

ED 226 605 FL 013 515

Calderon, Margarita; Cummins, Jim
Communicative Competence in Bilingual Education--Theory and Research, Packet I. Language Proficiency Acquisition, Assessment, and Communicative Behavior, Series B. Student Edition. Bilingual Teacher Training Packets.
Evaluation, Dissemination and Assessment Center, Dallas.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($1.40).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Education; Bilingual Teachers; *Communicative Competence (Languages); Higher Education; *Language Proficiency; Language Research; *Native Language Instruction; *Second Language Learning; Spanish Speaking; *Teacher Education

A bilingual education teacher training packet (student's edition) on theories and research concerning bilingual education, second language acquisition, and communicative competence is presented. A theoretical framework for integrating these theories and a theoretical rationale for bilingual education are also presented. In addition to state-of-the-art reviews, the packet contains: a syllabus, a pretest, a glossary, learning objectives, a small group activities plan, learning activities, discussion items, a posttest, and a discussion of the implications of the theoretical frameworks for teacher trainers. Narrative sections are presented on the following topics: (1) demographic context of bilingual education, historical definitions of bilingual education, and communicative competence theories; (2) first and second language acquisition theoretical frameworks; (3) the myth of bilingual handicaps; (4) research findings regarding mother tongue development as a positive force; and (5) implications for syllabus design, materials development, teaching methods, and teacher training. One section of the packet entitled, "A Theoretical Rationale for Bilingual Education," by Jim Cummins, provides information on several bilingual education program evaluations, along with a framework that addresses the developmental relationships between first and second language proficiency. (SW)

ED 226 705 IR 010 582

Brown, Roger L.
The Use of Computer-Assisted Identification of ARIMA Time-Series.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Programs; *Data Analysis; Higher Education; *Instructional Materials; Mathematics Instruction; Models; *Research Methodology; Social Psychology; *Statistical Analysis; Teaching Methods
IDENTIFIERS- Autocorrelation; *Box Jenkins Forecasting Model; Time Series Analysis; Tutorial Mode

This study was conducted to determine the effects of using various levels of tutorial statistical software for the tentative identification of nonseasonal ARIMA models, a statistical technique proposed by Box and Jenkins for the interpretation of time-series data. The Box-Jenkins approach is an iterative process encompassing several stages of development, with the initial step requiring a tentative identification which relies on two statistics, the autocorrelation function (AUCF) and the partial autocorrelation function (PACF). Both functions are calculated by the statistical software on the time-series data and supplied to the user as a correlogram. A total of 56 time-series data files were evaluated by 30 novice undergraduate students in a repeated measures procedure. Students were randomly assigned to statistical software packages which produced either AUCF and PACF correlograms (a non-tutorial package), the correlograms and access to theoretical ARIMA model correlogram examples, or correlograms and access to a decision-support tutorial. Results indicated that the use of tutorial software significantly improved the identification of ARIMA models over non-tutorial software, and the type of tutorial significantly interacted with the degree of complexity of the time-series data. The report includes 4 references, and 10 tables and figures presenting study data. (LMM)

ED 226 720 IR 010 601

Adams, Ronald A.
An Annotated Bibliography of Microcomputer Periodicals.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Computer Assisted Instruction; *Computer Oriented Programs; Computer Programs; *Microcomputers; *Newsletters; *Periodicals; Programing; Technological Advancement
IDENTIFIERS- Computer Games

More than 100 microcomputer periodicals (magazines, newsletters, and journals) are reviewed in this annotated bibliography. Information provided includes publishing frequency, price (for a 1-year subscription in 1982), address, general content, and audiences, as well as subjective comments. Periodicals listed include those related to specific computer brands and applications, and include those with both general and technical emphases. Computer uses in business, industry, homes, and educational institutions are addressed, and audiences range from the novice to the advanced programmer. Listings include publications from the United States and several foreign countries. Twice yearly updates of this bibliography are planned. In some cases, comments are based on reports or advertisements in the principal magazines. (LMM)

Foster, Donald L.
Classification and Cataloging. Library Science 427.
New Mexico Univ., Albuquerque.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Assignments; *Cataloging; *Classification; Continuing Education; *Correspondence Study; *Course Descriptions; Library Catalogs; Library Education; Library Technical Processes; Postsecondary Education; *Subject Index Terms; Units of Study
IDENTIFIERS- *University of New Mexico

An introductory letter, a list of general instructions on how to proceed with a correspondence course, a syllabus with examples of title pages and catalog cards, and an examination request form are presented for a correspondence course in classification and cataloging offered by the University of New Mexico's Division of Continuing Education and Community Services. The course is a general introduction to the cataloging and classification of books and other media, and it familiarizes students with the organization and administration of cataloging operations in libraries of various types and sizes. The texts used are Donald Foster's Managing the Catalog Department and the latest edition of the Anglo-American Cataloging Rules. Use of the Sears List of Subject Headings and the Dewey Decimal Classification is also included. The Syllabus contains 30 lessons. Questions and exercises assigned in the lessons are designed to examine the student's grasp of specific readings covered in the text, and to give the student practice in using cataloging tools and doing descriptive cataloging and subject classification. (Author/ESR)

ED 226 899 RC 013 874

Brookhiser, Judy
Trainer Guide: Serving Campers With Special Needs. Camp Administration Series.
American Camping Association, Martinsville, Ind.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 82
GRANT- G007901333
AVAILABLE FROM- American Camping Association, Bradford Woods, Martinsville, IN 46151-7902 ($4.95 plus shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Administrator Education; Adult Education; *Camping; Core Curriculum; *Disabilities; *Learning Activities; Outcomes of Education; *Outdoor Education; Program Development; *Resource Materials; Training; Workshops
IDENTIFIERS- *Project STRETCH

Part of the materials developed for Project STRETCH (Strategies to Try out Resources to Enhance the Training of Camp directors serving the Handicapped), this guide consists of three sections: an introduction, the managerial trainer guide, and appendices. Section I addresses the rise of organized camping as big business, the need to provide camping services to handicapped persons, the role of the managerial coordinator (planning, promoting, implementing, and evaluating), why evaluation should be conducted, and how the trainer's guide can be used in planning workshops. Section II provides a list of performance objectives, a managerial outline, a suggested program outline, and instructions for pre-managerial preparation by participants. A chart of suggested learning actvities includes objectives, suggested activities, training approach, time consideration, and evaluation. Six resource sheets cover such topics as: words, images, and identities; attitudinal blocks; architectural barriers checklist; worksheet on disabilities, impairments, and chronic illnesses; principles of activity analysis; and accessibility slide narrative. Six appendices present a participant profile form, a list of resource organizatons, a list of resource pamphlets available relating to camping, a selected bibliography, an evaluation form, and a managerial sample budget. (BRR)

ED 226 620 HE 015 222

Collea, Francis P.
Intellectual Development of College Science Students.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Abstract Reasoning; *Cognitive Processes; *College Freshmen; College Programs; College Science; Deduction; Higher Education; *Intellectual Development; Introductory Courses; Logical Thinking; *Science Instruction; State Universities
IDENTIFIERS- *California State University Fullerton; *Development of Reasoning in Science Project

The level of thinking that is characteristic of the typical college freshman and the skills needed by college science courses are addressed, and the Development of Reasoning in Science project (Project DORIS) at California State University, Fullerton, is described. While the typical college freshman functions at the concrete level of thinking, many college science professors assume that students are capable of functioning at the formal operational level. Project DORIS, a course in abstract thinking for college science majors, focuses on the following thinking skills: combinatorial logic, correlation, hypothetical-deductive reasoning, isolation and control of variables, and proportional reasoning. First-year offerings in the sciences present concepts that can be taught with both concrete and formal thought processes. The teaching strategy incorporates exploration, invention, and discovery activities and enables the learner to use logic based on experience. As the student develops the reasoning skills associated with concrete thinking processes, the sequencing moves to a higher level with the objective of enhancing intellectual growth. Sample learning experiences from the various science content areas are described, along with the evaluation design for the project. (SW)

ED 226 633 HE 015 613

Transformations in Higher Education: Looking Ahead at Management Issues in the '80s.

Peat, Marwick, Mitchell and Co., New York, N.Y.

PUB DATE- 82
AVAILABLE FROM- Peat, Marwick, Mitchell & Co., 345 Park Avenue, New York, NY 10154 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrative Change; Administrators; *Change Strategies; *College Administration; *College Role; Computers; Educational Change; Educational Facilities Planning; Federal Regulation; *Financial Policy; Futures (of Society); *Higher Education; Management Information Systems; Marketing; Nontraditional Students; Personnel Policy; School Organization

Future changes that may affect higher education and management approaches that should be used by governing boards and administrators are discussed. Population trends that will affect academic and support programs are noted, and it is suggested that a declining demand from traditional students may cause institutions to specialize in selected programs and to provide offerings and schedules to serve nontraditional students. There will be continuing shifts in governmental support of basic research, and universities and corporations may need to form partnerships for pursuing mutual research interests. In addition, technological change is providing opportunities for improved use of computers, including microcomputers and minicomputers. The following concerns are considered: using marketing for a changed mission; changing from the traditional organizational structures; strategic and operational planning; fund-raising strategies; the role of financial analysis; maximizing asset returns; cost management; federal regulations; management information needs; a changing faculty profile; strengthening top-level management; building professional administrators; effective personnel administration; benefits planning; facility planning and utilization; accounting and auditing; and the impact of taxes. (SW)

ED 226 648 HE 015 914

Nason, John W.

The Nature of Trusteeship: The Role and Responsibilities of College and University Boards.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- 82

AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Washington, DC 20036 (members, $9.95 each, $8.95 each for 10 or more; nonmembers, $15.00 each, $13.50 each for 10 or more).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Administrator Role; *College Administration; Educational Change; Educational History; Governance; *Governing Boards; Higher Education; Legal Problems; Organizational Objectives; *Trustees

The responsibilities and problems confronting college and university trustees in the last quarter of the 20th century are considered. The following topics are briefly addressed: increased enrollments after World War II, the growth of community colleges, the establishment of state coordinating commissions, political influences, federal support and intervention, retrenchment, and confusion of mission. Responsibilities of trustees are as follows: maintaining the integrity of the trust, appointing the college president, insuring that the institution is managed well, approving the budget, raising money, managing the endowment, assuring adequate physical facilities, overseeing the educational program, approving long-range plans, serving as a bridge between campus and community, preserving institutional autonomy, serving as court of appeal, and being informed. The collective responsibilities of trustees and the composition and operation of the board are addressed, including selection and orientation, committee structure and meetings, role of the chairman and president, and board morale. The legal liability of trustees and conflicts of interest are also discussed. Statistics on governing boards and a substantial bibliography are appended. (SW)

ED 226 663 HE 015 931

Cavenar, Mary G.

Current Issues Related to Associate Degree Nursing: Their Impact on Directors, Faculty, and Students.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Attitudes; Allied Health Personnel; *Articulation (Education); *Associate Degrees; *Clinical Experience; *Competency Based Education; Education Work Relationship; Higher Education; Nurses; *Nursing Education; Professional Personnel; Questionnaires; Student Attitudes; Teacher Attitudes

Perceptions of students, faculty members, and associate degree nursing (ADN) program directors/coordinators concerning seven issues affecting ADN programs were obtained in 1982. The issues, which were identified through a review of the literature, were: entry into practice, professional and technical nurses, developing competency statements, expectations by hospital administrators, transfer/articulation, preceptor/student ratio, and clinical sites. Respondents rank-ordered the seven issues and discussed them, using an open-ended interview schedule (Polit and Hungler, 1978), which is appended. The sample consisted of 3 North Carolina, two-year college program directors/coordinators, 3 faculty members, and 11 students. For each issue area, perceptions of the three types of respondents are considered. Overall, it was suggested that standardized competencies could be useful to the employing agencies as well as to bachelor of science degree programs in nursing for use as evidence for granting credit. In addition, it was proposed that hospital administrators give recognition to the different educational backgrounds of new nursing graduates (e.g., internships, staff development courses on leadership and teaching). The literature review is included. (SW)

ED 226 735 IR 050 102

Clement, Hope E. A.
The Resource Network: Major Issues Facing Canadian Libraries = Le Reseau de Ressources: Principaux Problemes Se Posant aux Bibliotheques Canadiennes.
National Library of Canada, Ottawa (Ontario).
REPORT NO.- ISBN-0-662-51993-0
PUB DATE- Sep 82
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Foreign Countries; Interlibrary Loans; Library Collections; Library Cooperation; *Library Networks; *National Libraries; *Shared Services; Tables (Data); Union Catalogs
IDENTIFIERS- Book Exchange; *Canada; Document Delivery Service

This paper describes the state of library resource networks in Canada, raises issues that must be faced by the Resource Network Committee of the National Library Advisory Board, and outlines some of the resource sharing measures and experimental projects undertaken by the National Library of Canada, the Canadian Book Exchange Centre, and other bodies in the United States, United Kingdom, and France. The concept of and need for a library resource network and the future of library collections in times of financial constraint are discussed, as well as the sharing of library resources by means of interlending, union catalogs, location services, document delivery, book exchange, and national lending libraries. Additional legal, political, and funding issues affecting resource networks are also outlined. Seven tables, a list of 19 references, and an appendix covering the background, terms of reference, and members of the National Library Advisory Board Resource Network Committee are included. Both English and French versions of the report are provided. (Author/ESR)

ED 226 764 IR 050 315

Sive, Mary Robinson

School Library Media Centers and Networking.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IR-60
PUB DATE- 82
CONTRACT- NIE-400-82-0001
AVAILABLE FROM- Information Resources Publications, 130 Huntington Hall, Syracuse University, Syracuse, NY 13210 (IR-60).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Information Networks; Information Services; *Interlibrary Loans; *Learning Resources Centers; *Library Cooperation; *Library Networks; *School Libraries; *Shared Services; State Programs

Taking as its point of departure the landmark paper, "The Role of the School Library Media Program in Networking," this study assesses the state of networking involving school libraries in mid-1982, with emphasis on operations of substantial significance to students and teachers and resource sharing. An analysis of the networking concept and definitions of the term are followed by a thorough overview for the uninitiated of the development of library networking in the United States, with particular attention to those involving school library media centers. Background pertinent to schools is then examined, including other such cooperative arrangements in the school environment, student use of public and other libraries, and theoretical justifications. Accounts of school library networking in 14 states are provided--Alaska, Colorado, Connecticut, Florida, Illinois, Indiana, Iowa, Maryland, Minnesota, New Jersey, New York, North Carolina, Washington, and Wisconsin--and the final chapter summarizes the major themes that pervade the subject, formulates some tentative conclusions, and suggests topics in need of further investigation. An extensive bibliography is provided, and selected excerpts from state statutes, interlibrary loan policies, and other documents are appended. (BBM)

ED 226 806 JC 830 117

Catlin, Steven J.; Lucas, John A.

A Study of Students Who Applied but Did Not Enroll at Harper for the Fall 1982 Semester. Volume XII, Number 5.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

PUB DATE- 7 Mar 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- *College Applicants; College Choice; Community Colleges; *Enrollment Influences; Questionnaires; School Registration; School Surveys; Two Year Colleges

IDENTIFIERS- *No Shows

A survey was conducted at William Rainey Harper College (WRHC), Palatine, Ill., to determine reasons why 13% of the students who applied to the college for fall 1982 did not register for classes. A ample of 200 of the 838 fall 1982 no-shows was selected for lephone interviews. Survey findings, based on a 79.5% response ate, included the following: (1) 43% of the respondents chose another educational or employment option (i.e., 30.8% went to another college, 10.7% took a full-time job, and 1.9% joined the armed forces); (2) 24.5% failed to enroll because of a college-related problem (e.g., desired courses were filled, not offered, or offered at inconvenient times; or WRHC did not accept or notify the applicant of acceptance); (3) 16.4% indicated that they did not enroll because they were uncertain about their future; (4) 15.7% cited personal, family-related, or financial problems as their reason for not attending; and (5) 20.3% had definite plans to enroll at WRHC within the next year, 21.5% indicated that they would probably enroll at some time in the future, 33.5% said they would definitely not enroll at the college, and 24.7% were uncertain of their plans with respect to WRHC. The questionnaire is appended. (HB)

ED 226 884 RC 013 857

Reagan, Ronald

Indian Policy. Statement by the President.

Executive Office of the President, Washington, D.C.

PUB DATE- 24 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *American Indians; *Economic Development; *Federal Indian Relationship; Natural Resources; Political Issues; Position Papers; *Presidents; Self Determination; *Tribal Sovereignty; Trust Responsibility (Government)
IDENTIFIERS- *Reagan Administration

The statement by President Ronald Reagan on Indian policy, issued on January 24, 1983, indicates that the administration believes that responsibilities and resources should be restored to the governments which are closest to the people served, including federally recognized American Indian tribes. The attachment summarizes policy via 10 Reagan administration policy initiatives: request Congress to repudiate House Concurrent Resolution 108 of the 83rd Congress which called for termination of the federal-tribal relationship, replacing it with a resolution expressing support of a government-to-government relationship; ask Congress to expand authorized membership of the Advisory Commission on Intergovernmental Relations to include a representative of Indian tribal governments; move White House liaison for federally recognized tribes from the Office of Public Liaison to the Office of Intergovernmental Affairs; establish a Presidential Advisory Commission on Indian reservation economies; support direct funding to Indian tribes under the Title XX social services block grant to states; seek and obtain funds for FY 1983 seed money for tribal economic development; support and sign into law the Tribal Governmental Tax Status Act; support the use of creative agreements such as joint ventures and other non-lease agreements for development of resources; and direct the Cabinet Council on Human Resources to act as a review and coordination mechanism. (AH)

ED 226 539 EC 151 017

Trainable Mentally Handicapped: Curriculum Guide.
Alberta Dept. of Education, Edmonton.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Citizenship; *Communication Skills; Computation; Curriculum Guides; *Daily Living Skills; *Educational Objectives; Elementary Secondary Education; Fine Arts; Handwriting; Health; Home Management; Interpersonal Competence; Job Skills; Language Acquisition; Mathematics; Measurement; *Moderate Mental Retardation; Money Management; Motor Development; Numbers; Physical Activities; Reading; Safety; Self Expression; Spelling; *Teaching Methods; Travel; *Vocational Education

The guide offers an integrated curriculum in computation, communication, and living/vocational skills for trainable mentally handicapped students. The introduction addresses such issues as problems of labeling and classification, academic versus living/vocational skills, placement procedures, early intervention, and parental involvement. General guidelines for instruction are offered for areas which include task analysis, functional application of skills, individualized instruction, community resources, daily planning, and peer tutoring. Divided into sections, the document outlines objectives, teaching strategies, and materials along six developmental levels. Section 1 covers the following living/vocational skills: self knowledge and social relationships, travel, health, safety, work, home management, money management, motor development and physical activities, fine arts and individual expression, and citizenship and individual responsibility. Section 2, on computation, includes strategies for instruction in shapes and positionals, numbers, operations, and measurement. The final section on communication contains information for developing receptive and expressive communication; viewing, reading, handwriting, and spelling. Appended to each section are a program overview, a student profile/checklist, and a list of resources. (CH)

ED 226 573 FL 013 465

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction) Vol. 13, No. 2.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).

PUB DATE- 82
AVAILABLE FROM- Max Hueber Verlag, 8045 Ismaning bei Munchen, Krausstrasse 30, Germany (15 German Marks).
LANGUAGE- German
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; *Annotated Bibliographies; Audiovisual Aid English (Second Language); *German; Information Systems; *Language Research; Linguistics; *Modern Languages; *Reference Materials; Research Tools; Resource Materials; *Second Language Instruction; Teaching Methods

This annotated bibliography on the teaching of modern foreign languages is the product of a West German information dissemination system that is similar to ERIC. The bibliography is published quarterly and lists items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics as well as with a number of institutions all over the world. Most of the 324 items in this issue appeared in 1981 and 1982 but some are dated earlier. Althoug the items deal primarily with modern language instruction, several other areas of linguistics are considered. The entries include mostly German, English, French, and Russian titles. The publication is composed of three main sections: (1) an alphabetical author/titl listing of items, including full bibliographic citations and subjec index terms; (2) abstracts of the items in German; and (3) a subjec index developed from the descriptor terms assigned to each entry. The publication concludes with a cross-reference index of author/title to entry number. (TL)

ED 226 678 HE 015 946

Davis, Gary
Should the Church Related College Religion Professor Enjoy the Right of Academic Freedom?
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Freedom; *Censorship; *Church Related Colleges; Church Role; *College Faculty; Conformity; Educational History; Employment Practices; Faculty College Relationship; Higher Education; Personnel Policy; *Position Papers; Professional Autonomy; Religion; *Religious Education; Teaching Conditions
IDENTIFIERS- American Association of University Professors

The American conception of academic freedom, which is derived from 18th century Germany, is traced, and the issue of the right of academic freedom for religion professors at church-related colleges is explored. A committee of 15 American professors in 1915 proposed a "Declaration of Principles" that endorsed academic freedom but reflected the view of the German professor Friedrich Paulsen who argued that: religion is a subjective experience that only a believer can understand and teach well; and, in order to perpetuate themselves, religiously supported institutions have a right to require that religion professors conform with official dogma. It is claimed that the first argument fails because of confusion between the subject (or observer) and the subject matter (or religious experience). Subjects can formulate objective, or valid, conclusions about beliefs that are foreign to their own immediate experience. The argument from the right of self-perpetuation stands unless the institution attempts to control teaching and research in a selective manner. It is recommended that the American Association of University Professors retract their 1940 Statement on Academic Freedom clause that permits institutions to use their religious aims to limit academic freedom. (SW)

ED 226 778 JC 830 063

Dennison, John D.
The Community College in Canada--An Educational Innovation.
PUB DATE- Sep 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Transfer Students; *Community Colleges; *Educational Assessment; *Educational History; Foreign Countries; Futures (of Society); Intercollegiate Cooperation; Two Year Colleges
IDENTIFIERS- *Canada

The history, successes, and future of public community colleges in Canada are examined in this paper. After explaining the conditions that precipitated the conception, birth, and rapid growth to maturity of Canadian community colleges between 1965 and 1975, the paper describes their essential characteristics, e.g., a comprehensive curriculum, commitment to quality teaching and counseling, open admissions policy, minimal tuition, nontraditional course scheduling, and community responsiveness. Next, the paper outlines the development of the community colleges in Alberta, British Columbia, Ontario, Quebec, and Saskatchewan, in terms of their relationship to universities, autonomy, educational opportunities, and influences from the community. Drawing upon existing research, the paper then considers the degree to which the community colleges have succeeded in their mission. Enrollment trends, university transfer success, and a recent study of students enrolled in university transfer programs in British Columbia who did not actually transfer are highlighted. Next, problems facing community colleges in the 1980's are defined as establishing their identity, maintaining control over finances through college boards and commissions, and being responsive to changing public interests. Finally, the paper stresses that Canadian community colleges should develop national standards and a national consciousness. (DAB)

ED 226 792 JC 830 094

Farrow, Shirley
Cooperative Education. Instructor Coordinator's Manual.
North Lake Coll., Irving, TX.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrative Policy; Community Colleges; *Cooperative Education; Cooperative Programs; Eligibility; *Instructor Coordinators; *Program Administration; *Teacher Role; Two Year Colleges

Designed to provide an introduction to North Lake College's (NLC's) Cooperative Education Program, this manual contains information for the instructor/coordinator regarding the Dallas County Community College District's co-op policies and NLC's operational procedures and forms. First, section 1 defines cooperative education, states NLC's philosophy, and cites the benefits of the co-op programs to students, employers, and colleges. Section 2 describes the organization of NLC's cooperative education department; lists the responsibilities of the co-op director; and offers a profile of the co-op instructor/coordinator and lists the selection criteria, responsibilities, and course load formula for the position. After section 3 enumerates requirements for student participation and lists student and instructor/coordinator activities during the co-op semester, section 4 offers information on awarding credit, grading policies, and NLC's academic cooperative education program. Section 5 describes and provides samples of each of the forms required in the co-op process. Sections 6 and 7 offer guidance for developing job-related performance objectives and list liberal arts skills which should also be developed. After section 8 suggests topics and presents guidelines for conducting cooperative education seminars, section 9 makes suggestions for locating training stations for immediate and future student placement. Finally, resource materials on cooperative education are listed. (DAB)

ED 226 793 JC 830 095

ED 226 837 PS 013 374

Arenas, Soledad; Trujillo, Lorenzo A.

A Success Story: The Evaluation of Four Head Start Bilingual Multicultural Curriculum Models.

InterAmerica Research Associates, Denver, CO.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Bilingual Education; Comparative Analysis; Curriculum Development; *Curriculum Evaluation; Curriculum Research; Models; *Multicultural Education; *Preschool Children; Preschool Education; Pretests Posttests; Program Evaluation; *Spanish Speaking
IDENTIFIERS- *Project Head Start

An evaluation was made of four Head Start bilingual/ multicultural curriculum models to assess their effectiveness and impact on children, staff, and parents. Intended as a pre-post design (with 90 children at each of eight Head Start replication sites and with treatment and control groups stratified on the basis of Spanish or English language preference, age, sex, and prior preschool experience), the study was conducted on an incompletely randomized sample of 243 experimental-group and 199 comparison-group children. Child competency measures assessed socioemotional development and Spanish and English language production, comprehension, and concept development. Parent interviews assessed attitudes and knowledge about education, expectations and aspirations regarding the child's educational achievement, and parental involvement in the child's education. Surveys of Head Start classroom staff focused on the staff's understanding of bicultural/bilingual children and their attitudes and sensitivity towards these children as well as their ability to appropriately modify instruction. Implementation forms, ethnographic notes, and focused observation of individual children were also used to gather data. Analyses of variance and covariance assessed differences in test performance of experimental and comparison children. Contrasts were made at the level of the overall study sample, at the level of the combined sites, and at the level of the individual sites. Results and their implications are discussed. (RH)

ED 226 853 PS 013 392

Dempsey, Arthur D.

What is an Elementary School Child? Anglo, Black and Hispanic Teachers' Perceptions.

PUB DATE- Dec 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Anglo Americans; Blacks; Comparative Analysis; *Cultural Differences; Elementary Education; *Elementary School Students; Hispanic Americans; *Personality Traits; *Sex Role; *Sex Stereotypes; *Teacher Attitudes

This paper examines the attitudes of teachers from three different cultural backgrounds (Anglo-American, American Black, and Hispanic) concerning elementary school boys and girls. An instrument consisting of 39, seven-step, bipolar semantic differential scales, based on terms descriptive of elementary school boys and girls, was developed and administered to 154 preservice and inservice teachers representing the three ethnic groups. Subjects were asked to mark electrographic score sheets in order to facilitate compilation and analysis of data. A Chi-square analysis was applied for each of the 32 scales to determine if statistically significant differences existed between Anglo-Americans and Black Americans as well as between Hispanic and Black Americans. Results, considered statistically significant at either the .10 or the .05 level, indicated that Anglo-Americans' and Black Americans' ratings of elementary school boys and girls were different on 20 scales. Regarding boys, the ratings of Black Americans were different from those of Hispanics on 11 scales. No significant differences were found between the ratings of Black Americans and Hispanics with respect to girls. (MP)

ED 226 869 PS 013 421

Mayfield, Margie I.
Native Infant Program: Evaluation Report III.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Child Caregivers; *Child Development; Foreign Countries; *Infants; Interviews; *Parent Attitudes; *Program Effectiveness; Screening Tests; *Young Children
IDENTIFIERS- British Columbia; *Native Infant Program (Canada)

This report is the third in a series of evaluations of the Native Infant Program, an innovative intervention project designed to promote total development in children from birth through 4 years of age who live in five reserves in the Cowichan Valley near Duncan, British Columbia. The report is organized into three sections. The first briefly describes the program, specifically discussing its objectives and evaluation design. The second and main section includes discussion of the data collected in terms of (1) age and number of children enrolled in the program as of September of 1982; (2) results from the Denver Developmental Screening Test, which was used to assess children's development in the four areas of personal/social, language, and fine- and gross-motor skills; and (3) results of interviews with parents and professionals in the community undertaken to determine attitudes about the program's effectiveness. A summary of the study's major results is provided in the last section. Summaries of the results of the first two evaluation reports are also appended. (MP)

ED 226 524 EC 150 695

Training and Model Exchange Project, 1981-1982.
Council of Administrators of Special Education, Inc.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 82
GRANT- G008101987
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Ancillary School Services; *Demonstration Programs; *Disabilities; Early Childhood Education; Educational Technology; Elementary Secondary Education; Inservice Teacher Education; Progra Descriptions; Secondary Education; *Special Education; Staff Development; Vocational Education

The report describes 63 projects in the Southeastern United States nominated as exemplary or unique by members of the Council of Administrators of Special Education, Incorporated. Descriptions of each project include information on target population, adoption requirements, funding requirements, materials available, and contact person. The intent is to encourage potential adopters to get in touch with the contact person for further information about the project. The 63 projects are organized into 6 categories (sample types of projects in parentheses): technology (microcomputers used in management, word processing, computer assisted instruction); secondary and vocational education (competency based certificate/diploma program, affective resource curriculum, experience-based career education); staff development/inservice (training Impartial hearing officers, teaching sign language to classroom teachers, catheterization); special student services (precision teaching, program for latently gifted minority students, historic preservation); low incidence (communication systems evaluation, braille mastery); and early childhood (parent education, infant stimulation, early education for Down's Syndrome children). (CL)

ED 226 556 EC 151 043

Bricker, William A.; Campbell, Philippa H.

Motivating Behavioral Change. Revised.

Children's Hospital Medical Center of Akron, OH.; Kent State Univ., Ohio.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC
PUB DATE- Jan 82
GRANT- 300-77-0249; G007801682; G007903069; G007903259
AVAILABLE FROM- Children's Hospital Medical Center of Akron, 281 Locust St., Akron, OH 44308 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Behavior Change; Behavior Modification; *Contingency Management; *Disabilities; Elementary Secondary Education; Records (Forms); Reinforcement; Severe Disabilities; *Student Motivation

The manual describes approaches the teacher or therapist can use t motivate handicapped students. Chapter 1 considers motivation in terms of the consequences of an action, contingency awareness, and types of motivating conditions. A second chapter offers guidelines for identifying potential reinforcers and discusses examples of motivating severely handicapped students. The third chapter explains the concept that a consequence is what a consequence does to a child's motivation. The final chapter examines antecedent events in instruction (multiple stimulus control, physical guidance, prompting, and stimulus properties) and considers programing of antecedent events. Appended are sample procedures and data sheets for determining motivators, and information and forms relating to identification of potential motivators. (SW)

ED 226 590 FL 013 490

Lathrop, Thomas A.
Developing Textbook Materials in Uncommon Languages.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)
DESCRIPTIONS- Copyrights; Marketing; *Portuguese; Production Techniques; Publishing Industry; *Second Language Instruction; Textbook Preparation; *Textbook Publication; *Uncommonly Taught Languages

Guidelines are offered for preparing and publishing textbook materials in Portuguese and other uncommonly taught languages. The available options for publishing Portuguese materials include two textbook publishers, three university presses, self-publication, and the Cabrilho Press, which produces language textbooks. Methods for submitting manuscripts to publishers and for self-publication are summarized. For self-publication, a neat typescript is recommended. Obtaining permission for including copyrighted materials, soliciting reviews by colleagues, researching printing and binding costs, preparing a copyright notice, and marketing are described. Journals that should receive review copies are listed along with other publishing handbooks and resources. (RW)

ED 226 692 HE 016 018

Kent, Laura
Puerto Ricans in U.S. Higher Education: Current Status and Recent Progress.
Higher Education Research Inst., Inc., Los Angeles, Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Persistence; Access to Education; Career Choice; College Faculty; *College Students; *Enrollment Trends; Fellowships; Females; Followup Studies; Higher Education; *Hispanic Americans; Majors (Students); *Outcomes of Education; *Puerto Ricans; *Student Characteristics; Teacher Attitudes; Teacher Characteristics

The status of Puerto Ricans in U.S. higher education was studied a part of an investigation of four disadvantaged racial/ethnic groups. Attention was directed to: rates of educational access and attainment and factors influencing educational outcomes; trends in choice of majors and careers; representation in various fields; perspectives and employment experience of Puerto Rican faculty members; trends in the characteristics of Puerto Rican freshmen; and institutional and program-related factors affecting the progress of Puerto Ricans. A statistical profile of Puerto Ricans in the United States is presented, along with information on the history of Puerto Rico, schooling in New York, and Puerto Rican students in mainland colleges. Findings of a 9-year Cooperative Institutional Research Program study of 1971 freshmen are presented, along with results of surveys of faculty, Ford Foundation Fellows, and women scientists. Recommendations are offered regarding: data collection and reporting, precollegiate education, implementation of a "value-added" model, financial aid, bilingualism, graduate and professional education, minority faculty and administrators, minority women, and government programs. A 10-page bibliography is appended. (SW)

ED 226 721 IR 010 602

Uhlig, George E.

Microcomputer Literacy and Teacher Education in the Southeastern United States.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Computer Literacy; Faculty Development; Higher Education; *Inservice Teacher Education; *Microcomputers; *Preservice Teacher Education; School Policy; *Schools of Education; School Surveys; Use Studies
IDENTIFIERS- *United States (Southeast)

The efforts of teacher training institutions in the southeastern United States to incorporate microcomputer literacy into their preservice and inservice curriculum during the fall quarter of 1981-1982 were studied. Field-tested surveys were mailed to deans/directors of education at 134 colleges or universities in Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, South Carolina, and Tennessee. Follow-up letters were mailed to non-respondents 6 weeks later. The questionnaire addressed four major areas: (1) microcomputer literacy in the preservice and inservice program; (2) the general availability of hardware; (3) faculty, college, school, or department sponsorship of faculty development on the use of technology; and (4) policy concerning microcomputer literacy in teacher education. While the high (82%) response rate reflects an awareness of the developing technology, results suggest that teacher training institutions surveyed largely have not responded to the challenge of microcomputer technology, with the exception of Florida, which appears to be ahead of other states studied in integrating microcomputer technology into inservice training programs. Nearly one-half of the institutions have at least one machine available and have offered faculty inservice workshops on microcomputer technology. Three references are listed. (Author/LMM)

ED 226 751 IR 050 119

Breivik, Patricia Senn; And Others
Colorado Academic Library Master Plan, Spring 1982.
Colorado State Library, Denver.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Academic Libraries; Cataloging; Higher Education; Interlibrary Loans; Library Acquisition; Library Administration; Library Automation; *Library Cooperation; Library Instruction; *Library Networks; Library Role; *Library Services; Postsecondary Education; Program Implementation; *Statewide Planning
IDENTIFIERS- *Access to Information; *Colorado

Based on a need to assess current library strengths and weaknesses and to project potential library roles in supporting higher education, this master plan makes a series of recommendations to Colorado's academic libraries. It is noted that the plan was endorsed by both the Colorado Commission on Higher Education and the Colorado State Department of Education in May 1982. A history of the master plan, a list of master plan committee members, introductory material, and the mission and role statements of Colorado's academic libraries precede a summary of the recommendations made. The recommendations themselves, with background statements, are presented in six sections, covering: (1) access to information (11 recommendations); (2) library collection development (2 recommendations); (3) library services, including bibliographic instruction and guidance in research methodology and database searching (8 recommendations); (4) networking, including cooperative acquisitions, automated cataloging, and interlibrary loan services (5 recommendations); (5) the administration of library services and resources (4 recommendations); and (6) master plan implementation and maintenance (4 recommendations). Appendices comprise the Colorado academic libraries' reciprocal borrowing agreement, and guidelines for access policies, collection development policies, and bibliographic instruction in academic libraries. A glossary and a list of recommended agencies for master plan implementation are also provided. (Author/ESR)

ED 226 821 PS 013 329

Niemela, Pirkko

Overemphasis of "Mother Role" and Development of the Child.

PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Affective Behavior; Aggression; Cognitive Development; Emotional Development; Foreign Countries; Longitudinal Studies; *Mothers; *Parent Child Relationship; *Personality Traits; Self Esteem; Sex Stereotypes; Verbal Ability; *Young Children
IDENTIFIERS- Ambivalence (Psychology); Denial (Psychology); Finland; *Idealization

Results of a longitudinal study provide several insights into the idealization of motherhood, the idealization of mothers' relationships with their children in the years from 1 to 4, and the development of children of women who idealize motherhood. In the mother, idealization is associated with low self-esteem, denial of ambivalent feelings and concomitant indirect somatic and emotional expression of ambivalence, denial of aggression and feelings of anger, overpossessiveness, and dependency on the child. Children of idealizing mothers are more restless, more clinging, and less capable of concentrating than are other children; they also seem to be less secure. Children of idealizing mothers also score high in aggression on projective tests, with both aggression and revenge of aggression being expressed indirectly. Such children experience both parents as less close, less helpful, and less affectionate than do other children. In addition, the relationship between idealizing parents becomes more distant after the child is born. A net of mutual idealization covers the distant relationships of these couples, with such relationships affecting children's verbal performance. Probably, as time goes by these children will grow more insecure and have lower self-esteem than others studied. Further, it is likely that they will cover their inadequate sense of self by means of stereotypical sex roles. (RH)

ED 226 914 RC 013 890

Teacher's Handbook: Environmental Education Outdoor School Program with Supplement .

Santa Barbara County Schools, Calif.

PUB DATE- 22 Feb 80

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Check Lists; Clothing; Disabilities; Elementary Education; *Environmental Education; Equipment; First Aid; Mainstreaming; *Outdoor Activities; *Outdoor Education; *Planning; Plant Identification; Records (Forms); *Resident Camp Programs; Scheduling; Science Education; Teaching Guides

IDENTIFIERS- California (Santa Barbara County); *Environmental Education Outdoor School Program CA

The Santa Barbara County Environmental Education Outdoor School Program provides for conduct of programs and classes in outdoor science and conservation. The aim of the school is to increase the maturity and awareness of students to man's role in ecology and the world of nature around us. This handbook for teachers will assist in the preparation for a week at the Outdoor School. The handbook includes the following: daily/weekly schedule of activities; general program notes; an annotated environmental education schedule; forms (medication, class health summary sheet, cabin group assignments); serving individuals with exceptional needs; preparing the class for the Outdoor School (vocabulary and concepts, activities outside the classroom, potential resource people in the community, discipline policy, social preparation); role of cabin leaders; what to take; special activities; two teachers' weekly schedule and responsibilities charts; health policies; environmental master medications list; interim operational emergency procedures; disaster emergency procedures; and two maps of the Outdoor School. The supplement to the manual provides a check-list of principal's responsibilities, a sample environmental education program bulletin, a bird identification activity, and 34 examples of plant communities of Santa Barbara County. (AH)

ED 226 930 RC 013 907

Tribally Controlled Community College Assistance Act of 1978, Public Law 95-471. Fiscal Year 1980 Report to the Congress of the United States of America.

PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Accreditation (Institutions); *American Indian Education; *Community Colleges; Definitions; Enrollment Rate; *Feasibility Studies; *Federal Programs; Financial Support; *Full Time Equivalency; Organization; *Resource Allocation; Technical Assistance; Two Year Colleges
IDENTIFIERS- *Tribally Controlled Comm Coll Assist Act 1978; Tribally Controlled Education

During the first year of operation under the Act, major problems encountered focused on: (1) defining the terms "full time equivalent" (FTE) student for purposes of per capita financial support to approved institutions; (2) the planning, conduct, and analyses of feasibility studies to better specify the constituent population and their institutional needs; and (3) the development of a formula for allocating annual grant monies to participating Tribal Colleges. Recommendations center on possible revisions or amendments to the Act, based on the experience of the Bureau of Indian Affairs and 12 colleges which enrolled 4,254 students, for an FTE student count of 1,958 persons. Five appendices complete the document. Appendix I contains various forms necessary for a feasibility study for tribally controlled community colleges. Appendix II provides pages from the November 21, 1979, "Federal Register" giving a summary on grants for tribally controlled community colleges and Navajo community colleges. Appendix III is a mission, philosophy, and goals statement demonstrating commonalities of the different tribes involved in the community college movement. Appendix IV graphically depicts organizational structure and accreditation status of tribally controlled community colleges. Appendix V is the latest training and technical assistance activity report made by the American Indian Higher Education Consortium contractors. (BRR)

ED 226 606 FL 013 516

Calderon, Margarita; Cummins, Jim

Communicative Competence in Bilingual Education--Theory and Research Packet I. Language Proficiency Acquisition, Assessment, and Communicative Behavior, Series B. Teacher Edition. Bilingual Education Teacher Training Packets.

Evaluation, Dissemination and Assessment Center, Dallas.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($1.60).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Education; Bilingual Teachers; *Communicative Competence (Languages); Higher Education; *Language Proficiency; Language Research; Native Language Instruction; *Secon Language Learning; Spanish Speaking; *Teacher Education

A bilingual education teacher training packet (teacher's edition) on theories and research concerning bilingual education, second language acquisition, and communicative competence is presented. A theoretical framework for integrating these theories and a theoretical rationale for bilingual education are also presented. In addition to state-of-the-art reviews, the packet contains: a syllabus, a pretest and answer key, a glossary, learning activity objectives, a small group activity plan and discussion items, discussion item answer key, a posttest and answer key, and a discussion of the implications of the theoretical frameworks for teacher trainers. Narrative materials are presented on the following topics: (1) demographic context of bilingual education; (2) historical definitions of bilingual education; (3) communicative competence theories; (4) first and second language acquisition theoretical frameworks; (5) the myth of bilingual handicaps; (6) research findings regarding mother tongue development as a positive force; and (7) implications for syllabus design and materials development, teaching methods, and teacher training. One section of the packet entitled, "A Theoretical Rationale for Bilingual Education," by Jim Cummins, includes information on seven bilingual education program evaluations, along with a framework that addresses the complexity of first and second language relationships and the devleopmental relationships between first and second language proficiency. (SW)

ED 226 621 HE 015 554

Fink, Ira
Faculty Housing Assistance.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE- Oct 82
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 (1-9 copies free; 10 copies or more, $.25 a copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTIONS- *College Faculty; *College Housing; *Financial Support; Fringe Benefits; Higher Education; *Homeowners; Housing; Needs Assessment; *Teacher Housing

Some of the creative financing programs currently used to provide faculty housing assistance in California and elsewhere in the United States are described. Generally, the programs fall into one of four categories: rental housing, owner housing, mortgage assistance, and housing stipends. Institutions with a comprehensive housing program often have more than one of these programs available to assist faculty. A number of campuses have traditionally provided rental faculty housing. To meet the needs of faculty who prefer to rent or who must rent, the University of California has embarked upon an extensive program of providing faculty rental apartments on the various campuses. Mortgage assistance takes the form of either first mortgage (trust deed) assistance or second mortgage (trust deed) assistance. Universities that have extensive first mortgage programs include Columbia University, Princeton University, and Stanford University. Under faculty housing construction programs, institutions provide land for development of faculty housing for sale. The primary benefit to the faculty is the availability to purchase housing on leased, on-campus land and the proximity of the housing to academic facilities. The use of housing stipends, which can include housing relocation allowances, temporary cost-of-living increases, housing payment subsidies, and interest payment subsidies, is the major trend in the private sector to attract new employees to California. Components that should be included in a housing survey of campus faculty are outlined. It is suggested that colleges should be prepared to review their programs annually and to adjust the program in response to changing market conditions. (SW)

ED 226 634 HE 015 715

College Unions: Fifty Facts.
Association of College Unions-International, Bloomington, IN.
PUB DATE- Oct 82
AVAILABLE FROM- Association of College Unions-International, 400 E. Seventh Street, Bloomington, IN 47405 (10 or more, $.20 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Environment; College Students; Educational History; *Extracurricular Activities; Higher Education; Leadership; *Professional Associations; Program Administration; *Recreational Activities; Recreational Facilities; Social Organizations; Student Development; *Student Unions
IDENTIFIERS- Association of College Unions International

Information is presented about the history of student unions, purposes of the college union, programs, services, facilities, financing, along with basic facts about the Association of College Unions-International (ACU-I). Origins of the college union in England and the United States are traced, and it is noted that the union has rapidly spread among two-year and small four-year institutions. The union is the community center of the college, providing services, conveniences, and amenities to improve the daily life on the campus. It provides a cultural, social, and recreational program designed to promote students' personal growth and leadership. The most common union programs are art exhibits, concerts, film series, games and tournaments, forums, lectures, and numerous special programs and projects. Many unions are giving attention to physical well-being and the desire for outdoor activity. Activities are initiated and coordinated by various program committees that involve students. Information is also presented on facilities and services, financing and administration of college unions, ACU-I's purpose, membership, publication, and activities, which include helping unions improve programs and services. (SW)

ED 226 649 HE 015 915

Breneman, David W.
The Coming Enrollment Crisis: What Every Trustee Must Know.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
PUB DATE- 82
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Washington, DC 20036 (members, $7.50 each, $6.50 each for 10 or more; nonmembers, $12.00 each, $10.50 each for 10 or more)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Numerical/Quantitative Data (110)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Declining Enrollment; Demography; *Economic Factors; *Enrollment Influences; *Enrollment Projections; Enrollment Trends; *Governing Boards; Higher Education; Nontraditional Students; Policy Formation; Population Trends; Student Financial Aid; *Trustees

Enrollment projections and the economic environment of higher education are analyzed, along with questions that trustees should ask. Factors that affect enrollment projections are addressed, and trend data at the national, regional, and state levels are presented. Demographic considerations include: future age distribution of the population, past enrollment trends, determinants of college-going behavior, possible offsets to the declining 18-year-old population, increased enrollment of minorities, people from low- and middle-income families, and older students, and enrollment of foreign students. Other factors that will affect enrollment patterns during the 1980's and beyond include the economy, trends in federal and state student aid, the rate of increase in college prices, employment prospects for new graduates, and the attractiveness of alternatives to college. The ways that different types of higher education institutions will be affected by declining enrollments are also addressed. Questions or concerns for trustees are identified separately for universities, liberal arts colleges, community colleges, and multi-campus colleges, and general questions applicable to any campus are also presented. The analysis is supplemented by numerous bar graphs for each region and state. (SW)

ED 226 664 HE 015 932

Student Loan Assistance Amendments of 1982. Hearing Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate. Ninety-Seventh Congress, Second Session on S. 2655.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- 30 Sep 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- *College Students; *Eligibility; *Federal Aid; *Federal Legislation; Hearings; Higher Education; *Need Analysis (Student Financial Aid); Student Financial Aid; *Student Loan Programs

IDENTIFIERS- Congress 97th; *Higher Education Act 1965; Proposed Legislation

Hearings of the Committee on Education and Labor on the proposed Student Loan Assistance Amendments of 1982 are presented. The bill (S. 2655) is designed to provide increased maximum limitations for student loans under Part B of Title IV of the Higher Education Act of 1965 for certain students who lost benefits under the Social Security Act as a result of amendments made by the Omnibus Budget Reconciliation Act of 1981. Students whose benefits are being gradually reduced would also be eligible to receive up to $2,000 a year in supplemental loan money, but would not receive more than the annual benefits they are entitled to as a social security beneficiary. S. 2655 is based completely on need, to be determined by the Department of Education, based on the current Guaranteed Student Loan program need tests. Additionally, the aid will not be duplicative since the student would have to borrow the current maximum $2,500 loan amount before becoming eligible to borrow under the supplemental program. Testimonies and prepared statements of senators and a college president are included, along with a Congressional Budget Office estimate of the cost of the proposed amendments. (SW)

ED 226 706 IR 010 583

Cook, John
Children, Information and New Technologies.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Change Agents; Childhood Needs; Children; *Delivery Systems; Foreign Countries; Futures (of Society); *Information Dissemination; Microcomputers; Research Projects; *Technology Transfer; *Telecommunications; *Television Research
IDENTIFIERS- *Australia; Australian Broadcasting Commission; Postal Service

As technological change affects current lifestyles and will continue to affect access to information, children should remain a primary consideration, with new technology serving to provide information to them. The growing importance of information is fundamental to recent technological change based on the development of computers and the silicon chip. Because of the current availability of powerful computers in the home, school, and office, many children already have access to sophisticated computers. Television is also an important source of information, providing a view of life which some children and adults may consider reality. Several studies have reported on the effects of television on children, including a study by the Australian Senate Standing Committee on Education and the Arts in 1976. Television in Australia is about to undergo a transformation in which the technology of signal-to-screen delivery will change drastically, causing enormous changes to the message received. One definite change will be the establishment of a National Communications Satellite System. Major changes to the Australian Broadcasting Commission have also been announced, and the Australian government is investigating various aspects of telecommunications including cable and subscription television, postal service communications, and videotex. A bibliography is included. (LMM)

ED 226 736 IR 050 103

Goldhor, Herbert
Results of a Survey of Illinois Academic Libraries Affiliated with ILLINET. Illinois Libraries Statistical Report No. 5.
Illinois Univ., Urbana. Library Research Center.
SPONS. AGENCY- Illinois State Library, Springfield.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Libraries; Annual Reports; Enrollment; Higher Education; Library Catalogs; Library Cooperation; Library Expenditures; *Library Networks; *Library Surveys; Online Systems; Questionnaires; Reference Services; School Community Relationship; Tables (Data)
IDENTIFIERS- *Illinois Library and Information Network; *Library Statistics

This publication reports the results of the first annual survey of those Illinois academic libraries affiliated with the Illinois Library and Information Network (ILLINET). It is noted that responses were received from 132 libraries, a 91 percent response rate. Information is presented on public use of academic library materials and services; referral of reference questions to other libraries; use of online information retrieval systems; library catalog format; library issuance of annual reports; library participation in special studies or surveys; library use of ILLINET interlibrary loan, reference, cooperative collection development, computerized and other services; student enrollment; and library and institutional operating expenses. Data are given separately for the university libraries (a total of 52), the community college libraries (50), and the libraries of technical and professional schools (30). A statewide estimated average is also provided. Appendices comprise a sample questionnaire and a coded list of selected data for each survey respondent. (Author/ESR)

ED 226 765 IR 050 350

Holznagel, Donald C., Ed.
MicroSIFT Courseware Evaluations (1-87).
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 400-83-0005
AVAILABLE FROM- Northwest Regional Educational Laboratory, 300 S.W. Sixth Ave., Portland, OR 97204.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Information Analysis/State-of-the-Art Materials (070)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; *Course Evaluation; Evaluation Criteria; Microcomputers
IDENTIFIERS- Courseware Evaluation; *MicroSIFT; *Resources in Computer Education; Software Reviews

A clearinghouse for information about microcomputer-based educational applications has been established at the Northwest Regional Educational Laboratory (NWREL). The clearinghouse, MicroSIFT (Microcomputer Software and Information for Teachers), is a central project of NWREL's Computer Technology Program. A primary concern has been the development of an evaluation process using a network of established educational institutions and consortia (SIFTnet). The process results in a concise single sheet resume describing and evaluating each software package. The same data are entered into the Resources in Computer Education (RICE) database, where they are available for online retrieval. This document consists of brief descriptions of MicroSIFT and RICE together with copies of the first 87 "courseware evaluations" performed. The titles of the software packages evaluated are as follows: You Can Bank On It; Money Management Assessment Series; Home Safe Home; Job Readiness--Assessment and Development; Poison Proof Your Home; EMSI-6; Income Meets Expenses; Fractions; Geography Explorer: USA; Factoring Whole Numbers; The Shell Games Education Series; Odell Lake; Arithmetic Racing; Limacons and Their Areas; Arithmetic of Functions; Typing Tutor; Circulation (Organs); Math Sequences; Function Grapher; Mathematics Drill and Practice; Library Skills: What's There and How to Find It; Binomial Multiplication; Limits of Sequences; Karel the Robot; Volcanoes; Addition and Subtraction 1 & 2; Alphabet Keyboard; Alien Addition; The Wizard; Math Strategy: Linear Search Games; Instructional Computing in Algebra II; Touch Typing; Numeric Data Entry Practice; Sentence Diagramming; Wordwatch; Evolut; Minus Mission; Comprehension Power Program; Demo-Graphics; Newton; More Algebra: Slope; Apple*Surface; Sentences; Millikan; The Spanish Hangman; Homonyms in Context; More Algebra: Comp; More Algebra: Disc; More Algebra: Quad; More Algebra: Simul; Grammar Problems for Practice: Homonyms; Essential Math Program; Fundamental Math I, II, III; English Computorials; Titration; Grammar Package 1; Elementary Mathematics Classroom Learning System: Whole Numbers; Energy Czar; Computer Simulated Physics Experiments; Number Blast; My First Alphabet; Euclid Geometry Tutor; Test Bank; The Arithmetic Classroom: Fractions-Addition & Subtraction; The Arithmetic Classroom: Decimals; Metric Drill; Math Concepts; Easy Grader; Basic English Skills; Antonyms/Synonyms; Consonants/Blends; Create Fill-in-the-Blanks; Create Skills--Elementary/Intermediate; Create Spell-It; Keyboard Organ; Lemonade; Letter Recognition; Magic Spells; Math Strategy; Nouns/Pronouns; Roots/Affixes; Speed Reader; Spelling Strategy; Verbs; Vocabulary Dolch; Word Families; and Word Search. (WYB)

ED 226 807 JC 830 119

Schmeltekopf, Donald D., Ed.; Billiar, Donald E., Ed.
The Review and Proceedings of the Community College Humanities Association, Number 4.
Community Coll. Humanities Assoc., Cranford, N.J.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Business Education; *Community Colleges; *Curriculum Development; Educational Policy; General Education; History Instruction; *Humanities; *Humanities Instruction; Interdisciplinary Approach; Literary Criticism; Philosophy; State Programs; Two Year Colleges

This collection of articles, reviews, and reports related to the humanities in community and two-year colleges begins with Fred Pincus's "Class Conflicts and Community Colleges: Vocational Education during the Reagan Years," which discusses the social effects of the Reagan administration's educational policies, especially with respect to vocational education. Next, articles by Robert Dawidoff, John O'Connor, and Claire Gaudiani discuss the state of humanities scholarship in the fields of history, philosophy, and literary criticism. Then, Martin Spear and Dennis McGrath present "A Model General Education Program," based on that developed at the Community College of Philadelphia. Next, Eleanor F. Katz reviews "Understanding Arguments: An Introduction to Informal Logic," by Robert J. Fogelin; and Janis Coombs Epps and Ralph J. Hils, Jr., review recent books by Alexander Astin and Michael A. Olivas on the problem of minority access to education. Reports are then presented on a course in literature and business developed at Monroe Community College (NY) and the Washington State Humanities Project. The volume concludes with the proceedings of the annual meetings of the Community College Humanities Association (CCHA); a list of CCHA members; the CCHA constitution; and a list of the association's standing committees and their duties. (HB)

RC

ED 226 870 RC 013 116

The Children of Migrant Workers. Collection Studies: Education Series No. 1.
Commission des Communautes Europeennes (Luxembourg).
PUB DATE- Apr 77
AVAILABLE FROM- European Community Information Service, 2100 M Street, N.W., Suite 707, Washington, DC 20037 ($2.20).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Access to Education; Biculturalism; *Bilingualism; Elementary Secondary Education; *Guidance Programs; Inservice Teacher Education; Language Proficiency; *Migrant Education; *Multicultural Education; Preschool Education; Social Action; Social Integration; *Teacher Education
IDENTIFIERS- Belgium; *European Economic Community; France; Luxembourg; Netherlands; United Kingdom; West Germany

Major linguistic, cultural, and social problems posed by the education of the children of migrant workers (more than 1.5 million in 1975) in the European Community Member States are examined. Varying attitudes of rejection, assimilation, or integration of new environments, bilingualism or plurilingualism, anomy, and linguistic interference are delineated as some of the educational problems affecting migrant children. Problems affecting pre-school migrant education are discussed, with emphasis on school environment, language, teaching, administration, and parent and nursery teacher training. Examples of national laws, school facilities, and teaching methods to adjust to the particular needs of migrant children are cited. Existing facilities for educational and vocational guidance for migrant children in the main countries of immigration (Belgium, France, Luxembourg, Netherlands, Federal Republic of Germany, and United Kingdom) are described. Teacher training techniques are summarized, including continuous training of host country teachers through summer courses, conferences, regional seminars, and local committees, and inservice training of foreign teachers. Action programs and regulations of the European Member States that are steps toward the creation of school structures adopted to the real needs of migrants and complete freedom of movement within the Community are outlined. (NEC)

ED 226 885 RC 013 859

Seifert, Mel
Development of an Applied Fisheries Science Program for Native Alaskans at Sheldon Jackson College. Sixth Progress Report.
Sheldon Jackson Coll., Sitka, Alaska.
SPONS. AGENCY- Alaska Univ., Fairbanks. Alaska Sea Grant Program.; Northwest Area Foundation, St. Paul, Minn.
PUB DATE- 1 Jul 77
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Advisory Committees; *Alaska Natives; American Indian Education; *Cooperative Programs; *Coordination; Educational Facilities; Employment Opportunities; *Facilities; Financial Support; *Fisheries; Higher Education; Nonprofit Organizations; Planning; Program Development; *Science Education; Scientific Research; Student Recruitment
IDENTIFIERS- Alaska (Sitka); *Aquaculture; Sheldon Jackson College

The sixth semi-annual report of the Sheldon Jackson College Aquaculture Program covers the period January 1 through June 30, 1977, and summarizes the last half of the second year of operation of the educational program and the entire year for the hatchery. The educational component of the program is described in terms of the academic program, aquaculture staff and students, educational and operational activities, student recruitment, funding sources, advisory services, etc. The hatchery report, which centers around the biological-physical aspects of the salmon hatchery operation and does not elaborate on the student involvement, contains the following: physical facilities expansion from 2 to 10 million alevin capacity to achieve an economically self-sustaining production level; results and data for another successful cycle of salmon egg take, incubation, and fry release, along with information on the year's marking program of pink salmon fry and coho smolts; financial budgets listing income sources and line item expenses for the past year and proposals for the next fiscal year; proposed areas of mutual interest between Alaska Department of Fish and Game and private hatcheries relative to harvest of returning fish and possible biological research; and brief descriptions of some of the initial research projects undertaken by the college. (AH)

ED 226 900 RC 013 875

Williams, Teri

Basic Camp Director Education Course. Student Guide to Home Study. Camp Administration Series.

American Camping Association, Martinsville, Ind.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 82
GRANT- G007901333
AVAILABLE FROM- American Camping Association, Bradford Woods, Martinsville, IN 46151-7902.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Education; *Administrator Role; Adult Education; *Camping; Competency Based Education; *Correspondence Study; *Disabilities; *Learning Activities; Outdoor Education; Records (Forms); Resource Materials; Student Teacher Relationship; Study Guides
IDENTIFIERS- *Project STRETCH

Project STRETCH's (Strategies to Try out Resources to Enhance the Training of Camp directors serving the Handicapped) home study student guide for the basic camp director education course begins with a brief course overview, the desired outcomes of camp director education, instructions on phases I and II of home study, a student needs assessment form, a student vita form, a reading checklist, an individualized plan of study, and a list of suggested learning activities. The learning assignments consist of nine lessons outlined in terms of desired competency area, suggested readings, objectives, and discussion. Among the competencies listed are: knowledge of the characteristics and needs of the populations your camp serves; knowledge of the needs of special populations; knowledge of the role of the director; knowledge of the field of organized camping, philosophy, goals, and objectives; knowledge of program development; knowledge of organizational design; knowledge of staff development; knowledge of how to interpret the value of camping; and ability to develop a comprehensive evalution plan. A home study course and instructor evaluation form are included. An appendix contains supplementary reading materials. (BRR)

ED 226 540 EC 151 018

Educable Mentally Handicapped: Curriculum Guide.

Alberta Dept. of Education, Edmonton.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF05/PC32 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Check Lists; Citizenship; Computation; Curriculum Guides; Developmental Programs; Diagnostic Teaching; *Educational Objectives; Elementary Secondary Education; Geometry; Health; Home Management; Interpersonal Competence; Mathematics; *Mild Mental Retardation; Money Management; Motor Development; Normalization (Handicapped); Numbers; Recreational Activities; Safety; *Skill Development; *Teaching Methods; Travel; Vocational Education

The curriculum guide outlines objectives, strategies, and material for developing academic, daily living, and vocational skills in educable mentally retarded students. An introductory section explains that the curriculum incorporates a community focus, parental involvement, developmental sequencing, and prescriptive teaching. Guidelines to instruction are offered in areas which include goal planning, individualized instruction, use of community resources, daily planning, and peer tutoring. The document outlines instructional objectives and teaching strategies for developing skills at 4 developmental levels in 10 areas. Section 1 covers living/vocational skills: self knowledge and social relationships, travel, health, safety, work, home management, money management, motor development and physical activities, leisure/recreation skills, and citizenship and individual responsibility. Section 2 addresses the following computation skills: numbers and numeration, operations and properties, measurement and graphing, and geometry and symmetry. Appended to each section are an overview chart, student profile checklist, and a list of resources for each developmental level. (SW)

ED 226 557 EC 151 044

Pankove, Ethel; Evans, Malcolm D.
Effecting Change to a More Flexible Special Education Delivery System.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classification; Consultants; *Delivery Systems; *Disabilities; Elementary Secondary Education; Labeling (of Persons); Nontraditional Education; Program Descriptions; *School Psychologists; *Special Education; Student Evaluation
IDENTIFIERS- *New Jersey

The paper describes the evolution of a special education delivery sytem in a Montgomery, New Jersey township. It is pointed out that the project's first year focused in preparing teaching, administrative, and Child Study Team members for project participation through meetings and newsletters. Noted are two goals which emerged from meeting discussions--1) to develop a systematic appraisal system and 2) to revise special education classification and program descriptions so that students are described in educational terms rather than handicapping conditions. The role of the school psychologist is described and a four-level consultation model is mentioned. Appended are an outline of project activities, project plan diagram, and goals and objectives of the special task force. (SW)

ED 226 574 FL 013 466

Bates, Clif
Language Considerations When Working with Eskimo Students.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Alaska Natives; Beginning Reading; *Cultural Influences; Elementary Education; *English Instruction; *Eskimos; Language Attitudes; *Reading Instruction; *Reading Readiness; Rural Population; Student Teacher Relationship; Teaching Methods; Writing Instruction; Writing Readiness
IDENTIFIERS- *Alaska

Cultural influences and the particular language needs of Eskimo children are considered, along with implications for curriculum and instruction. The Eskimos are of a culture and environment where there is little experience with the purpose of literacy and little exposure to reading and writing behavior, linguistic concepts, or language usage. Eskimo children also have vastly different life experiences, beliefs, values, and ways of explaining things that happen. They live in isolated and impoverished regions and are removed from western society and lack appropriate knowledge of the world to read materials prepared for children with different backgrounds. It is maintained that reading and writing tasks are being introduced to Eskimo students before they are cognitively ready. Instructional approaches that would be appropriate for the Eskimo student include: prereading activities, guided reading, vocabulary work, and rewriting of text material. It is suggested that to aid these children in obtaining language skills, it would be beneficial to spend time in preparing for and discussing the purposes of reading and writing. It cannot be assumed by the teacher that the students know concepts like "word," "letter," and "number." In addition, the teacher must be suitable for Eskimo students. Warmth and nonverbal communication (e.g., smiling, close body distance, and assuming the same postural level) are important to Eskimo students. (SW)

ED 226 679 HE 015 947

Brehman, George E., Jr.
Postgraduation Activities: All Degree Levels in Pennsylvania, 1981.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation.
PUB DATE- Oct 82
AVAILABLE FROM- Pennsylvania Department of Education, 333 Market Street, P.O. Box 911, Harrisburg, PA 17108.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Graduates; Degrees (Academic); *Education Work Relationship; *Employment Patterns; Graduate Surveys; Higher Education; Intellectual Disciplines; Labor Market; *Majors (Students); *Occupational Surveys; State Surveys; *Vocational Followup
IDENTIFIERS- *Pennsylvania

The employment of 1981 graduates at all degree levels in Pennsylvania's colleges and universities was surveyed, based on data for 47,996 graduates of 147 institutions, or 65.9 percent of all graduates. It was found that the 1981 full-time employment rate for all graduates, regardless of degree level, decreased from the 1980 value of 72.3 percent to 70.6 percent. Unemployment increased from 8.4 to 9.7 percent, while part-time employment also increased from 3.7 to 4.1 percent. The percentage of students who were pursuing an advanced degree remained virtually constant (15.5 percent). The percentages of fully employed graduates (excluding advanced students) were highest for the fields of law, engineering, health professions, theology, computer sciences, and mathematics, while the disciplines with the lowest percentages of employed graduates were foreign languages, letters, psychology, communications, interdisciplinary studies, social sciences, and public affairs and services. Statistical tables for each degree level report postgraduation activities for graduates based upon 23 major disciplines. Appended tables provide detailed information on graduates in a specific discipline by degree level and type of institution, as well as response rates for each discipline area. (SW)

Citizens Humanities Advisory Committee: Board Docket Items Establishing Committee and Minutes.
San Diego Community Coll. District, Calif.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Advisory Committees; Community Colleges; Group Membership; *Humanities; *School Community Relationship; Two Year Colleges

In December 1980, the formation of a Lay Committee for the Humanities was proposed to the Board of Trustees of the San Diego Community College District. The Advisory Committee, to be composed of individuals of stature in the community who are practitioners or devotees of the humanities, and faculty and administrators from the District, would consider topics such as community needs and interests related to the humanities; the scope of current humanities offerings in the District; methods of student recruitment and placement; the development of public information programs and cooperative programs with local museums, libraries, and orchestras; and fund-raising methods. In this document, the purpose, functions, composition, structure, and procedures of the Committee are set forth in the original proposal to the Board of Trustees. A series of agendas and meeting minutes follows that reflect the activities and concerns of the Advisory Committee since September 1981, when the Committee held its first meeting, through March 1983. The minutes reveal that during its early meetings, the Committee discussed and established priorities for its charges; considered procedural issues; and began establishing linkages with community organization. Minutes for subsequent meetings summarize discussions of topics including short-term courses for students and community members to precede cultural events; reduced student prices for museum visits and symphonies; and outreach to older adults. (AYC)

ED 226 838 PS 013 375

McBroom, Elizabeth, Ed.; And Others
University Centennial Edition: Family Treatment in Social Work.
University of Southern California, Los Angeles. School of Social Work.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Collected Works - Serials (022)
DESCRIPTIONS- Adolescents; Asian Americans; Child Abuse; *Family Problems; *Family Programs; Infants; Intervention; Mexican Americans; *Minority Groups; Models; One Parent Family; Residential Care; *Social Services; *Social Support Groups; Social Work

Included in this booklet are nine papers reflecting the social work profession's engagement in the effort to deal with a variety of problems experienced by families and cultural minorities. Covered by individual papers are the following topics: (1) prevention of the troubled marital relationships that are sometimes brought on by the birth of the first child; (2) the importance of family participation within residential treatment programs for children; (3) the development of programs for the treatment of intrafamilial child sexual abuse; (4) social work practice with Asian-American families; (5) helping troubled teenagers in blended and single-parent families; (6) the effectiveness of two different social work models for the treatment of abusive families; (7) the use of social network interventions with Mexican-American families; (8) the provision of court services to couples with marital problems; and (9) the Widow-Widower Outreach Program, a mutual help program providing supportive services to the newly widowed elderly in a Jewish community. (MP)

Quisenberry, James D., Ed.; And Others
Changing Family Lifestyles: Their Effect on Children.
Association for Childhood Education International, Washington, D.C.
REPORT NO.- ISBN-0-87173-100-2
PUB DATE- 82
AVAILABLE FROM- Association for Childhood Education International,
3615 Wisconsin Avenue, N.W., Washington, DC 20016 (Paper, $5.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTIONS- Adolescents; Divorce; Early Childhood Education; *Family Life; *Family Problems; *Family School Relationship; *Family Structure; *Parent Child Relationship; Parent Education; Parent Role; Stress Variables; Teacher Role
IDENTIFIERS- *Parenting

This collection of 13 articles reprinted from the journal "Childhood Education" is organized into three sections: (1) Families: Structure, Status, and Stresses; (2) Parenting; and (3) Schools and the Family. The first section consists of six articles dealing with issues surrounding the changing family and early childhood education, family folklore, support systems for black families, divorce and children, bilingual education and family needs, and helping abused and neglected children. In the second section, four articles examine the historical role of parenting, children's stress and the parent role, crises in adolescence, and new options for fathers in childrearing. Finally, improving the quality of family life, establishing a parent education resource center, and involving working parents in school are discussed in the collection's third section. (MP)

ED 226 525 EC 150 698

Smith, Gary R.
Certification, Employment and Attrition of Special Education Professional Personnel in Michigan.
Michigan State Dept. of Education, Lansing. Div. of Special Education.; Wayne State Univ., Detroit, Mich. Coll. of Education.
PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrators; *Disabilities; Elementary Secondary Education; *Employment Patterns; *Special Education Teachers; State Surveys; *Teacher Supply and Demand
IDENTIFIERS- *Michigan

An update of a previous study produced information on the status special education professional personnel in Michigan. Computer tape copies of the state's Professional Personnel Register and Certification Master File were analyzed. Detailed data are reported for eight basic tasks, including employment of beginning professional personnel in special education assignments in 1980 (a 4% increase over 1979-80, but less than the 7% or 8% growth rate of the preceding 2 years); new employment of personnel with 1 or more years teaching experience; return rate of special education teachers (an increasing number each year); attrition rate of special education professional personnel (a decreasing attrition rate with larger proportion of staff returning subsequent years); number of new endorsements of certificate (an overall decrease in the number of total initial provisional certificate endorsements for all categories of special education); attrition rates of special education administrators (similar to those of special education teachers); and the need for special education teachers (continued growth in the number of new positions in categories of mentally impaired, speech impaired, social worker, emotionally impaired, school psychologist, hearing impaired, learning disabled, and occupational/physical therapy). Two main recommendations are offered: establishing a common coding system by Special Education Services and Teacher Preparation and Certification Services; and conducting a statewide study on the extent of absence among special education teachers, the qualifications of substitutes, and an annual census of substitutes used in the state's special education classes. Detailed tables are appended. (CL)

ED 226 591 FL 013 498

Oksaar, Els
The Acquisition of Interactional Competence in Bi- and Trilingual Environment.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingualism; *Child Language; Infants; *Language Acquisition; *Multilingualism; *Nonverbal Communication; Pragmatics; *Speech Acts; Young Children
IDENTIFIERS- *Indirect Speech

This study analyzed the acquisition of the interactional competence in an environment where children used two or three languages every day. Two aspects were examined: the acquisition of culturemes such as thanking and greeting, and the comprehension of indirect requests. The bilingual children observed were eight Swedish-Estonian children, six German-Swedish children, and six German-English children. The trilingual children observed were three Estonian-Swedish-German children and four Swedish-English German children. The children ranged in age from 1 to 7. Results of the study showed that verbal and nonverbal behavior are important in the case of the politeness culturemes. They are taught and drilled by the parents, often by using indirect requests. There were no significant differences between bilingual and trilingual children. The analysis of comprehension of indirect requests in natural settings showed that not only is the type of indirect request important, but also the "token" is important. The frequency of the tokens in the child's environment appears to be a basic factor in their being acquired. (NCR)

Williams, Melanie Reeves; Kent, Laura
Blacks in Higher Education: Access, Choice, and Attainment.
Higher Education Research Inst., Inc., Los Angeles, Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Persistence; Access to Education; *Black Students; Black Teachers; Career Choice; College Faculty; *College Students; *Enrollment Trends; Fellowships; Follcwup Studies; Higher Education; *Majors (Students); *Outcomes of Education; *Student Characteristics; Teacher Attitudes; Teacher Characteristics

The status of blacks in U.S. higher education was studied as part of an investigation of four disadvantaged minority/ethnic groups. Attention was directed to: rates of educational access and attainment and factors influencing educational outcomes; trends in choice of college majors and careers; representation in various fields; personal and environmental factors affecting educational attainment; perspectives and employment experiences of black professionals; and institutional and program-related factors affecting the progress of blacks. Additionally, a brief historical sketch of blacks in the United States is included, emphasizing changes in their educational attainment and the influence of court litigation. Responses of the federal government and the higher education community to the civil rights movement and development in the 1970s are also covered Findings of a 9-year Cooperative Institutional Research Program study of 1971 freshmen are presented, along with results of surveys of minority group academic personnel and Ford Foundation Fellows. Recommendations are offered concerning: precollegiate education, community colleges, support services, equal access, financial aid, graduate and professional education, and minority faculty and administrators. (SW)

ED 226 722   IR 010 603

Brenner, Lisa P.; And Others
MTA Computer Based Evaluation System.
Illinois Univ., Champaign.; Rush Univ., Chicago, IL.
SPONS. AGENCY- National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.
PUB DATE- 81
GRANT- NIH-1-D12-AH-90110
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Allied Health Occupations Education; Computer Assisted Instruction; *Computer Assisted Testing; *Computer Managed Instruction; Databases; Higher Education; Medical Schools; *Medical Technologists; *Online Systems; Student Evaluation; *Test Items
IDENTIFIERS- *Computer Assisted Test Construction; Interactive Systems

The MTA PLATO-based evaluation system, which has been implemented by a consortium of schools of medical technology, is designed to be general-purpose, modular, data-driven, and interactive, and to accommodate other national and local item banks. The system provides a comprehensive interactive item-banking system in conjunction with online student management, testing, and analysis or computer grading. Thus a large (up to 16,000) set of test items may be drawn on by specific instructors in creating tests, which may be delivered either online, within the testing component of the system, or printed for off-line delivery. CERL PLATO users and others who have made special arrangements may use the system, providing they have a project and a project director who can access, edit, and direct the project. Existing banks have been developed primarily in the health sciences, but use is not restricted, with applications in medical technology, pharmacology, microbiology, biochemistry, and small projects in other disciplines. The addition of permanent data storage capability will allow an instructor to run an item analysis on a given online test. (LMM)

ED 226 752 IR 050 120

van der Greft, Theo

Computerisation in Book Circulation Systems. The Need for Computerisation and a Survey of Automated Circulation Systems.

PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Blindness; Digital Computers; Foreign Countries; International Organizations; *Library Automation; *Library Circulation; Library Collections; Library Personnel; *Library Services; *Online Systems; Public Libraries; *Special Libraries; Surveys; Talking Books
IDENTIFIERS- Australia; Library Users; Netherlands; United States; USSR

Automated circulation systems in libraries for the blind are described in this report of research conducted by the Subcommittee on Computerised Booklending of the Round Table on Libraries for the Blind (RTLB) of the International Federation of Library Associations (IFLA). Responses to the RTLB questionnaire from 12 libraries in 9 countries are presented, including statistics on library users, holdings, loans, and personnel, as well as information on the main functions of circulation systems in libraries for the blind. A brief discussion of the need for automated circulation systems is followed by a description of four such systems in the U.S.S.R., Australia, and the Netherlands. Additional information on 13 automated systems planned or in use in the United States is summarized from "Automated Circulation Systems Serving the Blind and Physically Handicapped," by Judith Wanger and others from Cuadra Associates. Functional descriptions of all 17 systems are provided, as well as lists of required hardware and documentation sources. Systems are classified as fully online, semi-online, or batch, and a further distinction is made for systems used solely in libraries for the blind, extensions of public library systems, and systems running on a central site computer. (ESR)

ED 226 779 JC 830 064

Doggrell, Joan; And Others
Integration of Occupational and Humanities Curricula.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Colleges; *Humanities Instruction; *Interdisciplinary Approach; *Learning Modules; Program Descriptions; Program Development; Teaching Methods; Team Teaching; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Clark County Community College NV

At Clark County Community College, efforts to integrate occupational and humanities curricula have focused on introducing humanities materials directly into selected vocational courses, which are required for program majors. In fall 1982, philosophy was introduced to students in a "Fundamentals of Nursing" course through a module considering moral and ethical dilemmas faced by medical professionals. In spring 1983, two more humanities modules, "Technology in Literature," to be incorporated into an introductory drafting course, and "Marketplace Ethics," to be integrated within a marketing course, are being classroom tested. The modules are not designed to be self-instructional, but rather to provide structure and unity to a variety of instructional strategies, including lectures, team teaching, videotaping, group discussions, and role playing. The integrated approach has been developed and implemented by the project director, who arranges workshops, evaluations, and correspondence; the project faculty, consisting of three teams of two instructors, one with a humanities and the other with a vocational background; an ad hoc humanities advisory committee composed of the Dean of Educational Services and four educational directors; and a community Humanities/Occupational Committee. Plans are being made to train a new group of team teachers and to evaluate all of the modules. Appendices include the project timetable and module outlines. (HB)

ED 226 822 PS 013 330

Niemela, Pirkko
A Study of Midwives as a Source of the Stereotypic Mother Image.
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Foreign Countries; *Mothers; *Psychological Patterns; Self Concept; *Stereotypes
IDENTIFIERS- Defense Mechanisms; Finland; Idealization; *Midwives; *Parenthood

A study was conducted to measure the extent to which Finnish midwives accept the "mother myth," or the stereotypical beliefs of mothers who idealize motherhood. A set of 45 statements about motherhood was administered to 382 Finnish midwives who were given 30 minutes to read the statements and indicate the extent of their agreement on a five-point scale. Principal component factoring and varimax rotation were applied to the data in order to describe the main dimensions in the mother myth. Analyses of variance were applied to midwives' factor scores in order to study the effects of midwives' age, marital status, motherhood status, and work. Results are discussed and compared with the results of similar earlier studies of mothers' attitudes toward motherhood. It is concluded that, since little difference between the responses of midwives and mothers was found, midwives are not the main source of mother-myth attitudes. (RH)

ED 226 915 RC 013 891

Student's Handbook: Environmental Education Outdoor School Program.
Santa Barbara County Schools, Calif.
PUB DATE- Feb 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Check Lists; Clothing; Elementary Education; *Environmental Education; Equipment; Maps; *Outdoor Activities; *Outdoor Education; *Resident Camp Programs; Scheduling; Student Behavior; *Student Responsibility
IDENTIFIERS- California (Santa Barbara County); *Environmental Education Outdoor School Program CA

The student handbook was developed for use with students who intend to particpate in the Environmental Education Outdoor School Program in Santa Barbara County, California. After the form for the student to complete with personal information, i.e., name, school, etc., the handbook begins with a letter to the students, welcoming them to the program. Additional topics covered include: the Outdoor School site close to Cachuma Lake in the beautiful Santa Ynez mountains (with map); the two villages, with four cabins in the girls' village and five cabins in the boys' village (with map); the school staff; living at the Outdoor School (assuming responsibility for yourself); duties; dining hall (emphasis placed on manners); rest and group time; studying in the Outdoor School (be quiet, be patient, use your five senses); trail hikes and special activities; daily schedule (beginning with wake-up at 7:00 and ending with lights out at 9:00 p.m.); conduct while at the school; and items to bring to the school (includes a list of optional items and forbidden items). The booklet ends with emphasis placed on recreation periods and having fun. (AH)

ED 226 931 RC 013 909

Rodriguez, Naftali
Career Manual, Burris-Ball State Program. Migrant Education Center.
Ball State Univ., Muncie, IN. Burris Lab. School.
SPONS. AGENCY- Indiana State Dept. of Public Instruction, Indianapolis. Div. of Migrant and Bilingual/Bicultural Education.
PUB DATE- May 82
LANGUAGE- Spanish; English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Career Awareness; *Employment Interviews; Employment Opportunities; Job Application; *Job Search Methods; *Migrant Education; *Occupational Information

Written in English and Spanish, the manual lists 11 occupations in which there is a need for workers, the 3 most important skills for doing well in work, and 11 materials found in the career awareness section of the Materials Development and Resource Center. A brief discussion of six steps to obtaining a satisfying job is followed by a listing of seven sources of job openings (e.g., local newspaper, teachers and counselors, friends at school and at church, and the State Employment Service). A check list for job hunters includes 10 items to do before and during the interview. The manual lists 18 questions asked by employers during an interview which pertain to training, experience, and education; job related information; skills and knowledge; relationship with superior and other employees; and personal information. The manual concludes with a listing of nine complaints interviewers have about job applicants and samples of a letter of interest, a resume, and a job application. (NQA)

ED 226 607 FL 013 517

Calderon, Margarita; And Others
Methods and Techniques for Communicative Competence in Bilingual Education, Packet II. Language Proficiency Acquisition, Assessment, and Communicative Behavior, Series B. Student Edition. Bilingual Education Teacher Training Packets.
Evaluation, Dissemination and Assessment Center, Dallas.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 82
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($1.40).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Education; Bilingual Teachers; *Communicative Competence (Languages); Dialogs (Language); Higher Education; Interaction; *Interpersonal Communication; Language Proficiency; Linguistic Theory; Models; Native Language Instruction *Notional Functional Syllabi; Role Playing; *Second Language Learning; Spanish Speaking; *Teacher Education; Teaching Methods
IDENTIFIERS- *Strategic Interaction Method

A teacher training packet (student's edition) on methods and techniques for communicative competence in bilingual education is presented. In addition to state-of-the-art reviews, the packet contains: a course syllabus, a pretest, a glossary, learning objectives, learning activities, a notional-functional taxonomy; diagrams of the notional-functional model and the strategic interaction (S-I) model, scenarios for conversational practice, a guide to discussion on scenario development, a dialogue in Spanish of students working on a math lesson, and a posttest. Narrative sections are presented on the following topics: (1) past and present trends toward communicative competence, (2) a framework for communicative competence, (3) the functional approach to communicative competence, (4) basic components of the S-I method, (5) applications of the S-I method, and (6) scenario development. A chapter by Mary Ann Larsen-Pusey entitled, "Communicative Competence: Application through a Functional Approach," describes a teaching model that progresses from oral dialogue to written discourse. Another chapter, by Robert J. DiPiertro, entitled, "The Strategic-Interaction Method: Learning through Language Use in the Classroom," describes a second model that gives equal significance to both form and function. Finally, a chapter by Olga Rubio entitled, "The Strategic-Interaction Method in the Classroom," considers open-ended scenario development. (SW)

ED 226 622 HE 015 555

Suber, L. Terry
Coping with Deferred Maintenance.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE- May 82
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 (1-9 copies free; 10 copies or more, $.25 a copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTIONS- *Campus Planning; *Capital Outlay (for Fixed Assets); *College Buildings; Cost Effectiveness; Educational Facilities Improvement; Equipment Maintenance; *Facility Case Studies; *Financial Problems; Higher Education; Inspection; Needs Assessment; Retrenchment; *School Maintenance; Space Utilization
IDENTIFIERS- *Deferred Maintenance

The deferred maintenance problem on college and university campuses is addressed. Deferred maintenance refers to larger or more expansive maintenance work that can be delayed and is not performed when needed or reported, usually because its cost is beyond the annual maintenance and operating budget of the physical plant department. Eventually there is need for an analysis of the consequences of further delays, such as the increased cost of delaying a repair or a major interruption of vital services. To identify problem areas, information must be collected, including the following: whether maintenance procedures are managed efficiently; whether there is a clear policy on differentiating physical plant from departmental expenses; whether new buildings have been constructed without sufficient additional funds to maintain them properly; and whether buildings are being used most effectively. After identifying the problem, a detailed building maintenance survey of each building or site condition is required. Steps in a building maintenance survey are as follows: determining the purpose of the survey and developing detailed instructions to accomplish objectives; listing buildings and an order of priority; scheduling the dates and times to start and complete the survey of each building; deciding on the inspection format (in general by the features of building or in detail by categories for each component); recording details of problem areas or specific conditions; determining the most cost-effective solution; making estimates for each solution; preparing the request; and developing a rating system for deferred maintenance. Using in-house staff versus outside consultants for the survey is also addressed. (SW)

ED 226 665 HE 015 933

Lonsdale, Alan J.; And Others
Evaluating the Nursing Performance of College and Hospital Graduates: Procedures, Outcomes and Issues. A Report of the Nursing Education Evaluation Project.
Western Australian Inst. of Tech., Perth.
SPONS. AGENCY- Nurses Board of Western Australia.
PUB DATE- Aug 82
AVAILABLE FROM- Western Australian Institute of Technology, Educational Development Unit, Kent Street, Bentley 6012, Western Australia.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Graduates; Comparative Analysis; Evaluation Methods; Foreign Countries; Higher Education; *Interviews; *Job Performance; Measurement Techniques; *Nurses; Nursing Education; *Observation; *Rating Scales; Self Evaluation (Individuals); Socialization; Teaching Hospitals; *Work Environment
IDENTIFIERS- *Australia (Western Australia)

The development and testing of procedures and instruments for nursing performance evaluation in Western Australia are described. The approach was used to compare the nursing performance of nine recent graduates of the Western Austrialian Institute of Technology (WAIT) program and two graduates of hospital-based programs. Background information is presented on changing trends in health care, nursing, and nursing education. The approach involved: interviews with recent graduates and their nursing supervisors; observation of nurse-patient interactions using the Nursing Performance Instrument (NPI); and supervisor ratings and self-ratings of the performance of recent graduates using the Nursing Performance Rating Form. A post hoc analysis of 10 separate nursing contexts was conducted and compared to the five role areas of the Nurses Board Statement of Competencies, which are appended. Information drawn from the interviews of supervisors and graduates was used to examine the socialization influences of the contexts in which graduates were working. No significant differences in the nursing performance of the WAIT college-based course and hospital-based courses were found, but the context in which nursing occurs was found to be an important determinant of performance. Questionnaires and interview questions are appended. (SW)

ED 226 707 IR 010 584

Smith, Jane Bandy; Trice, Ronald W.
Competency-Related Bibliography for School Media Specialists.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Elementary Secondary Education; Library Administration; *Library Education; Library Instruction; Library Research; *Library Standards; Library Technical Processes; Media Selection; *Media Specialists; Production Techniques; *School Libraries; *Textbooks
IDENTIFIERS- *Competency Based Certification; Competency Lists

In recognition of the increasing emphasis on competency-based certification, this annotated bibliography of 41 school media texts has been prepared to help school media specialists find information related to specific competencies in order to improve skills or resolve problems, and to aid media educators in developing topical reading lists. When possible, the annotation for each title was drawn from the book's preface or introduction to reflect the author's or editor's intention. Each title has been keyed to nine media competencies currently expected of media specialists: relation of media to instructional systems, administration of media programs, media selection, utilization of media, media production, research and evaluation, leadership and professionalism, technical processing, and library media skill instruction. Definitions drawn from professional literature are provided for each of the nine competencies. (LMM)

ED 226 737   IR 050 104

Rhode Island Dissemination Capacity Building Project. Final Report (1976-1981).

Rhode Island State Dept. of Education, Providence. Bureau of Technical Assistance.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 81
CONTRACT- NIE-G-76-0055
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Charts; *Educational Resources; Elementary Secondary Education; Federal Aid; *Information Dissemination; Information Services; Justice; Program Descriptions; School Districts; Shared Services; *State Departments of Education; State Programs
IDENTIFIERS- Educational Information; *Rhode Island; *State Capacity Building Program

This report describes the major accomplishments of the Rhode Island Dissemination Capacity Building Project (DCBP) in improving the dissemination of educational information by means of information collection, linkage, and management services. Five sections comprise: (1) a report of the activities of the Rhode Island DCBP from 1976 to 1981; (2) an analysis of the status of educational information dissemination prior to the project and at its completion; (3) an evaluation of the project's approach to improving educational equity for minorities, women, and the handicapped; (4) a discussion of methods of evaluation employed throughout the project; and (5) a delineation of the attempted institutionalization of DCBP services, i.e., the transfer of funding from federal to other sources. DCBP accomplishments as reported include the development or expansion of files containing educational information, the compilation of resource guides and information products, the design of targeted communications, the coordination of conferences, the provision of training in the effective use of information, and other services to the local education authorities (LEAs) and the Rhode Island Department of Education (RIDE). Appendices include sample program and evaluation design charts and a detailed examination of the failure of Rhode Island's attempt to institutionalize DCBP services. (ESR)

ED 226 808 JC 830 135

VanAusdle, Steven L.; And Others

High School Seniors' Career Interests, Educational Plans, and Perceptions of Programs and Services Available at Walla Walla Community College.

Walla Walla Community Coll., Wash.
PUB DATE- 20 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Career Choice; *College Bound Students; College Choice; Community Colleges; High Schools; *High School Seniors; Institutional Evaluation; *Noncollege Bound Students; Questionnaires; School Surveys; *Student Attitudes; *Student Educational Objectives

In order to develop a marketing program for potential students and assist in institutional planning, a study was conducted at Walla Walla Community College (WWCC), Washington, to obtain information from high school seniors regarding their career interests, educational plans, and perceptions of WWCC's programs and services. Questionnaires were administered at 13 local public and private high schools, and responses were obtained from 677 seniors, representing 67% of all seniors enrolled at these institutions. Selected findings included the following: (1) 83% of the students said they planned to continue their education at some time after high school; (2) of the students anticipating further studies, 67% planned to attend a two-year college and 33% planned to attend a four-year institution; (3) 63% cited money as the most likely obstacle to furthering their education; (4) 39% said they were very sure of their career choice, while 15% reported being not at all sure; (5) the most popular career choice among students (36%) was the area of business and commerce; (6) 70% reported some familiarity with WWCC's intercollegiate athletics, financial aid, and basic skills curriculum; (7) 40% of the respondents wanted more information about WWCC, and of these, only about half planned to attend the school; and (8) 75% rated WWCC's academic quality as good or excellent. The study report discusses the implications of the findings for curriculum and program development and includes the questionnaire. (DAB)

ED 226 855 PS 013 394

Sims, Edward V., Jr.; Weisberg, Paul

Behavior Analysis of Beginning Manuscript Handwriting.

Alabama Univ., University. Dept. of Psychology.
SPONS. AGENCY- Alabama State Dept. of Pensions and Security, Montgomery.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Early Childhood Education; *Elementary School Students; *Handwriting Instruction; Handwriting Readiness; Handwriting Skills; Literature Reviews; *Manuscript Writing (Handlettering); Measurement Techniques; *Preschool Children; Research Design; Teaching Methods

Variables affecting the legibility of manuscript letters produced by children from preschool through the first two grades are discussed in this literature review. Much of the research cited has as its major goal the identification of treatment conditions and programming regimes that reduce the confusion and training time commonly associated with handwriting instruction. Specific topics focus on research issues, including (1) measurement of manuscript handwriting and research aimed at products versus processes; (2) aspects of grip and posture such as grip topography, pencil diameter, and line rulings; (3) antecedent events such as selection and presentation of letters, types of practice, modeling, and good/bad form discrimination; (4) prompts and rules, including manual guidance, page prompts, verbal rules, and instruction in correct letter sequences; and (5) consequent events (i.e., reinforcement and feedback, formal and informal self-measurement). Special issues discussed involve handwriting readiness, tracing and copying, and reversals, as well as individual differences and individual writing styles as they relate to instruction. (RH)

ED 226 886 RC 013 860

Seifert, Mel
Development of an Applied Fisheries Science Program for Native Alaskans at Sheldon Jackson College. Seventh Progress Report.
Sheldon Jackson Coll., Sitka, Alaska.

SPONS. AGENCY- Alaska Univ., Fairbanks. Alaska Sea Grant Program.; Northwest Area Foundation, St. Paul, Minn.
PUB DATE- 1 Apr 78
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Advisory Committees; *Alaska Natives; American Indian Education; Course Content; *Educational Facilities; Employment Opportunities; Facility Expansion; Financial Support; *Fisheries; Higher Education; Information Dissemination; Nonprofit Organizations; Planning; *Program Development; Publicity; *Science Education; Services; Student Recruitment
IDENTIFIERS- Alaska (Sitka); *Aquaculture; Sheldon Jackson College

Covering the period July 1 thru December 31, 1977, the seventh semi-annual report summarizes the first half of the third year of operation of the educational and hatchery programs. The first section details the educational component, i.e., academic program, high school visitation program, educational and operational activities, student recruitment, and advisory services. The last section provides the following: a description of facilities which were expanded from 20 to over 10 million alevin capacity; a data presentation for egg take of pink, coho, and king salmon and for incubation of eggs and fry up to December 31; a report on the return strength and uses of the first non-profit private hatchery produced pink salmon, along with a narrative of problems encountered in harvesting salmon surplus to hatchery egg and natural escapement needs and results of the marked fry release; a presentation along with research suggestions on harvest critique and future recommendation concerning selection of fishermen and processors; and an outline of the financial budgets listing income sources and operational expenses for the past 6 months (first 6 months of 1977 are in June 15, 1977 report) and harvest income to operate the hatchery program for the next fiscal year. (AH)

ED 226 901 RC 013 876

Henderson, Karla
Site and Facilities Managerial. Student Guide to Home Study. Camp Administration Series.
American Camping Association, Martinsville, Ind.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 82
GRANT- G007901333
AVAILABLE FROM- American Camping Association, Bradford Woods, Martinsville, IN 46151-7902.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Accessibility (for Disabled); *Administrator Education; Adult Education; *Camping; Competency Based Education; *Correspondence Study; *Disabilities; *Educational Facilities Planning; Independent Study; Learning Activities; Outdoor Education; Records (Forms); Resource Materials; *Site Development; Standards; Student Teacher Relationship; Study Guides
IDENTIFIERS- *Project STRETCH

The site and facilities managerial home study student guide of Project STRETCH (Strategies to Try Out Resources to Enhance the Training of Camp directors serving the Handicapped) begins with a brief overview, a list of desired outcomes of camp director education, instructions on phases I and II of home study, a student needs assessment form, a seven-page reading checklist, a student vita form, an individualized plan of work form, and a list of suggested learning activities. The learning assignments consist of five lessons outlined in terms of competency area, suggested readings, objectives, discussion, activities, and review. Among the competencies listed are: knowledge of the principles of site planning and long range development; knowledge of the interdependence of all living and non-living resources, identifying man's responsibility for them; knowledge of the principles of preventative maintenance of site, facilities, and equipment; knowledge of federal, state, and local laws and American Camping Association standards relating to site and facilities; and ability to analyze complications for site and facility operation when serving the handicapped. A home study learning activity report form and instructor evaluation form are included. Supplementary reading materials are appended. (BRR)

ED 226 541 EC 151 019

Gilbert, Debbie; Petroff, Joanne
Whistlestopping: How to Create a Dance & Music Experience for the Disabled.
Whistlestop Improvisational Dance Co., Seattle, WA.
PUB DATE- 81
AVAILABLE FROM- Whistlestop Dance Co., P.O. Box 20801, Seattle, WA 98102 ($4.00 for postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Dance; Dance Therapy; *Disabilities; Lesson Plans; *Movement Education; Music Activities; Self Expression; Teaching Methods; Theater Arts
IDENTIFIERS- *Improvisation

The manual describes the value and processes of music and dance improvisation with disabled students. The experiential nature of improvisation is said to allow the student to explore choices and alternatives. Teachers are given general guidelines, including to be prepared to try anything, to be positive and enthusiastic, and to give constructive criticisms. The roles of students and assistants in the improvisations are briefly addressed, as are the space, class configurations, time, props, and music. Procedures for creating lesson plans are reviewed, and the elements of dance (space, time, shape, energy, and awareness) are explained. A discussion of warmups is followed by 10 sample lesson plans that deal with such aspects as space and volume, movement qualities, and composition. Specific strategies are offered for teaching students with cerebral palsy, emotional disabilities, hearing impairments, learning disabilities, physical orthopedic disabilities, mental retardation, and visual impairments. A bibliography including records, films, and resource organizations is appended. (CL)

ED 226 558 EC 151 045

Durand, V. Mark; Carr, Edward G.

Differential Reinforcement of Communicative Behaviors (DRC): An Intervention for the Disruptive Behaviors of Developmentally Disabled Children.

PUB DATE- Aug 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150

Reports - Research/Technical (143)

DESCRIPTIONS- *Behavior Change; *Behavior Problems; *Developmental Disabilities; Exceptional Child Research; *Intervention; *Reinforcement; *Self Mutilation

A study, involving four developmentally disabled children who exhibited a variety of disruptive behaviors such as self-injury and tantrums, was conducted to assess the influence of task demands and adult attention on children's behaviors. The three experimental conditions were the "EASY 100" which consisted of an easy task on which children could comply with 100% correct responses with 1-to-1 adult attention, the "DIFFICULT 100" involving a more difficult task and the same adult attention, and the "EASY 33" with only 1/3 of the adult attention. Two of the children were most disruptive with the "DIFFICULT 100" condition, one child was most disruptive when demands were increased (DIFFICULT 100) and when attention was withdrawn (EASY 33), and another child was most disruptive during the "EASY 33" condition. Results suggested that the disruptive behaviors served social-communicative functions. When Ss were trained to respond with verbally appropriate responses (such as "Am I doing good work," to get attention), disruptive behavior was virtually eliminated. Implications of the findings were considered. Graphs of behavior under various conditions are offered. (SW)

ED 226 575 FL 013 468

Caraballo, Jose N.
Bilingualism and Cognitive Development.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age; *Bilingualism; *Cognitive Development; *Language Acquisition; *Language Proficiency; Language Research; Language Role; Linguistic Theory; *Second Language Learning; Social Influenc

Research on the effects of bilingualism on cognitive development i reviewed, and two complementary models of bilingualism are developed to account for research results. It is suggested that research since 1960 shows a positive relationship between bilingualism and cognitive development, at least for some types of bilingualism. The advantage or disadvantage of becoming bilingual seems to depend on the way a subject becomes bilingual and the degree of language proficiency achieved. The "S-curve" model deals with the effects of the environment in the development of a bilingual's cognitive abilities. The second model, a bilingual's cognitive structure model, explains how different types of bilingualism are developed and why some types of bilingualism are expected to result in cognitive advantages. It is concluded that the advantage of being a coordinate bilingual (i.e., one exposed to two languages at a very early age who learns two distinct coding systems) is due to the bilingual's capacity to use language independent relations as well as relations between concepts unique to the two languages. There is no evidence that compound bilingualism (i.e., learning the second language through translation from the dominant language) will lead to cognitive advantages, while a major influence on the outcome seems to be the age of initial exposure to the second language. The social context in which the bilingual develops is also very important in determining the final outcome. (SW)

ED 226 592 FL 013 499

Sadow, Stephen A.
Idea Bank: Creative Activities for the Language Class.
REPORT NO.- ISBN-0-88377-218-3
PUB DATE- 82
AVAILABLE FROM- Newbury House Publishers, Inc., Rowley, MA 01969 ($7.95).
LANGUAGE- English
s Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; Higher Education; *Learning Activities; Role Playing; Secondary Education; *Second Language Instruction

Creative second language learning activities for high school and college students are presented. The 45 activites are task oriented, and conducted in a nonthreatening atmosphere, are performed in small groups without teacher supervision, and involve role playing. Four types of activities are described: (1) explanations of ambiguous concepts, (2) creative problem solving, (3) production of advertising copy, and (4) role playing. The activities can be used to teach any language or can be adapted for use with children. They emphasize autonomous interaction and the use of language skills. Each activity description includes information on objectives, preparations, classroom procedures, discussion topics, and followup writing topics. Guidelines for using the activities; a list of the activities arranged by level and theme; and translations of the lessons and key vocabulary in English, French, Spanish, and German are provided. (RW)

ED 226 635 HE 015 719

Szafran, Robert F.
Comparing the Recruitment and Reward Equity of Organizations: U.S. Universities before Affirmative Action.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- May 82
GRANT- DAR-8010762
AVAILABLE FROM- Social Forces, 168 Hamilton Hall 070-A, University of North Carolina, Chapel Hill, NC 27514.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Rank (Professional); Affirmative Action; *College Faculty; Employment Patterns; *Employment Practices; Equal Opportunities (Jobs); Higher Education; Organizational Theories; Personnel Policy; School Surveys; *Sex Discrimination; *Teacher Recruitment; Teacher Salaries; Tenure; Women Faculty

Recruitment and reward patterns of college faculty in 1969 were analyzed, and implications of the findings for segmented labor market research and for the analysis of stratification systems in science are discussed. Data from a 1969 Faculty Survey of the Carnegie Commission on Higher Education provided a sample of 77 universities for the recruitment equity analysis and 73 universities for the reward equity analysis. The data were weighted to make them more representative of U.S. universities in 1969. After controlling for differences in qualifications and performance, it was found that almost all universities exhibited inequity toward female faculty in the recruitment, rank, and salary attainment processes; but, in most cases, female faculty were not disadvantaged in the tenure process. On all equity dimensions, however, there were sizeable variations in the patterns exhibited. The extent of organizational equity in recruitment, rank, tenure, and salary were found to be largely unrelated to one another. It is suggested that organizational sex discrimination be treated as a multi-dimensional phenomenon, since no consistent relationships were found between the personnel recruitment and reward process regarding equity. (SW)

ED 226 650 HE 015 917

Whitman, Neal

Teaching Problem-Solving and Creativity in College Courses.

AAHE-ERIC/Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 83

AVAILABLE FROM- Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($1.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTIONS- *College Instruction; *Creative Development; Creative Thinking; *Creativity; Discovery Processes; Higher Education; Logical Thinking; *Problem Solving; Professional Education; Teaching Methods

Courses designed to teach problem-solving and creativity, which are relatively new additions to college curricula, are discussed, along with their intellectual foundations and research on these two processes. The teaching of these processes involves the following course goals: teaching a specific subject, generally useful skills, and professional skills. Problem-solving applications are considered first. A subject may be taught through use of a guided design approach, which involves following a series of steps that lead to a solution. Teaching generally useful skills focuses on a set of strategies and heuristics rather than on a series of specific steps to be followed. Programs attempt to help students become better thinkers. Teaching professional skills can be illustrated by a problem-based approach to medical education. Information, concepts, and skills learned by students are put into their memory in association with a problem. Creative learning and discovery experiences can be part of learning a subject. Usually, programs teaching creativity as a generally useful tool use heuristics (e.g., asking students to think like an inventor or encouraging them to reach a high level of abstract reasoning). Teaching specific skills for the development of creativity are found in both the sciences and the arts. (SW)

ED 226 794 JC 830 096

Dennis-Rounds, Jan
Community Needs Assessment, Spring 1982.
Cerritos Coll., Norwalk, Calif. Office of Institutional Research.
PUB DATE- 1 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- College Role; Community Attitudes; Community Characteristics; Community Colleges; Community Surveys; Educational Assessment; Educational Attitudes; *Educational Needs; *Institutional Evaluation; Needs Assessment; Questionnaires; Two Year Colleges

In Spring 1982, a districtwide survey was conducted by Cerritos College (CC) to assess the educational needs of the surrounding community. Residents were asked to provide demographic information and respond to questions about their awareness of the college, their perception and evaluation of various CC roles, and their preferences for courses and methods of instruction. Selected findings, based on telephone interviews with 726 randomly selected district residents, included the following: (1) 97.7% of the residents had heard of the college and 38.3% of these respondents had taken classes at CC; (2) 56.3% were aware that the college was tuition-free and 63% felt it should remain so; (3) 36.5% of the respondents who had attended CC did so for vocational training, while 35.6% had attended for personal enjoyment; (4) 50.4% preferred evening classes, and 41.6% preferred a semester system over 9-week sessions, 6- to 8-week sessions, or weekend instruction; (5) the role of the college in providing vocational and transfer courses was ranked as most important, while offering community-interest courses was ranked as least important; (6) providing special help to students speaking little or no English was ranked significantly lower in importance than providing special help to physically disabled or low-income students; and (7) 85.8% gave the college an overall rating of either excellent or good. The survey instrument and response data are appended. (Author/DAB)

ED 226 823 PS 013 345

Parent Involvement in Basic Skills: Home Learning Activities. Kindergarten-Grade 3 and Parent Handbook . Revised Edition.

Maryland State Dept. of Education, Baltimore. Office of Project Basic.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Enrichment Activities; *Home Programs; *Language Arts; *Mathematics Instruction; Parent Materials; *Parent Participation; Primary Education; *Reading Instruction

Described in this collection are activities designed to help parents provide informal home learning experiences for children in kindergarten through third grade. Each activity sheet provided is based on an objective or unit included in one of two programs implemented in the Montgomery County, Maryland, public schools: the Instructional Program in Mathematics and the Reading/Language Arts Program. In the primary grades reading/language arts program, children read short stories, folktales, fables, and poetry. The goal of these activities is to increase each child's comprehension through emphasis on listening, speaking, reading, and writing. Home activities supplementing the reading/language arts curriculum give children additional opportunities to use these skills at home. The program in mathematics is an organized sequence of math skills and concepts organized by categories of skills associated with addition, subtraction, time and temperature, geometric figures, and fractions. Instruction is geared to meet grade-level objectives; the content of home math activity sheets is based on these objectives. A parent handbook is included with the booklet, describing the parent involvement program and providing resources such as "recipes for fun activities" and a museum reference list. (RH)

ED 226 839 PS 013 376

Epstein, Ann S.; And Others
Innovation and Institutionalization: Evaluation of Phase I of the Parent-to-Parent Dissemination Project.
High/Scope Educational Research Foundation, Ypsilanti, Mich.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Comparative Analysis; *Delivery Systems; Early Childhood Education; *Family Programs; Parent Education; Parent Participation; *Program Effectiveness; Program Evaluation; *Program Implementation
IDENTIFIERS- Impact Studies; *Parent to Parent Dissemination Project

Devoted to the second-year evaluation of the Parent-to-Parent Dissemination Project, this report describes the progress in the project's five sites: Dayton, Ohio; Ypsilanti, Michigan; the Northeast Kingdom of Vermont; Mankato, Minnesota; and Toledo, Ohio. Each site is described in terms of the number of families being served, the number of visitors trained, the way in which each program has expanded or plans to extend activities, and program impact. In addition, for three of the sites (Vermont, Ohio, and Michigan), activities and products in developing evaluation capabilities are detailed. Completing the document is a cross-sectional and comparative analysis of sites at different stages of development, pertinent to program implementation, evaluation, impact, and institutionalization. (MP)

ED 226 871 RC 013 160

Arizona Commission of Indian Affairs 1981 Annual Report.
Arizona Commission of Indian Affairs, Phoenix.
PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *American Indian Reservations; *American Indians; Budgets; Cultural Background; Demography; Economic Development; Governance; Organizational Communication; *Organizational Effectiveness; *Profiles; *Technical Assistance; Tribal Sovereignty Tribes
IDENTIFIERS- *Arizona; *Pima Maricopa (Tribe)

Designed to provide insight into the proceedings, transactions, an findings of the Arizona Commission of Indian Affairs, this 1980-81 annual report reflects the commission's efforts to act in a liaison capacity between tribes and state government to provide tribes with technical assistance. The report describes 18 projects completed during the year and lists 25 instances of technical assistance provided, as well as 4 publications produced, including a tribal directory. Named as highlights of the year are the eighth Annual Indian Town Hall Conference on state-tribal relationships and the production of a tourism brochure portraying Indian art and crafts and attractions on the reservations. A financial report details allocation of the $117,850 total appropriations for 1980-81. A profile of the Gila River Pima-Maricopa Indian Community summarizes its historical background, culture, tribal government, tribal administration, community needs and concerns, economic development, employment and training, education, human resources, and health and social services. The report includes the commission membership, a map locating Arizona Indian reservations, reservation population and acreage statistics, and commission meeting attendance records. (NEC)

ED 226 916 RC 013 892

Folleto Para el Estudiante: Programa Escolar de Educacion Ecologica. (Student Handbook: Environmental Education Outdoor School Program).
Santa Barbara County Schools, Calif.
PUB DATE- Feb 80
LANGUAGE- Spanish Lake in the beautiful Santa Ynez mountains (with map);
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Check Lists; Clothing; Elementary Education; *Environmental Education; Equipment; Maps; Outdoor Activities; *Outdoor Education; *Resident Camp Programs; Scheduling; *Spanish Speaking; Student Behavior; *Student Responsibility
IDENTIFIERS- California (Santa Barbara County); *Environmental Education Outdoor School Program CA

The Spanish language version of the student handbook was developed for use with Spanish speaking students who intend to particpate in the Environmental Education Outdoor School Program in Santa Barbara County, California. After the form for the student to complete with personal information, i.e., name, school, etc., the handbook begins with a letter to the students, welcoming them to the program. Additional topics covered include: the Outdoor School site close to Cachuma Lake in the beautiful Santa Ynez mountains (with map); the two villages, with four cabins in the girls' village and five cabins in the boys' village (with map); the school staff; living at the Outdoor School (assuming responsibility for yourself); duties; dining hall (emphasis placed on manners); rest and group time; studying in the Outdoor School (be quiet, be patient, use your five senses); trail hikes and special activities; daily schedule (beginning with wake-up at 7:00 and ending with lights out at 9:00 p.m.); conduct while at the school; and items to bring to the school (includes a list of optional items and forbidden items). The booklet ends with emphasis placed on recreation periods and having fun. (AH)

DOCUMENT RESUME

ED 226 932 RC 013 910

Wade, Pamela J.
Tutor Manual. Burris-Ball State Program. Migrant Education Center.
Ball State Univ., Muncie, IN. Burris Lab. School.
SPONS. AGENCY- Indiana State Dept. of Public Instruction, Indianapolis. Div. of Migrant and Bilingual/Bicultural Education.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Ancillary School Services; Career Awareness; Elementary Secondary Education; Instructional Materials; Learning Activities; *Migrant Education; Migrant Programs; Needs Assessment; *Resource Centers; *Staff Role; *State Programs; *Tutorial Programs
IDENTIFIERS- ESEA Title I Migrant Programs; Indiana; Migrant Student Record Transfer System; Skills Information System

The manual provides an overview of the Burris-Ball State Migrant Education Program and its program components. A general description of the tutorial component, designed to meet the unique educational needs and interests of elementary and secondary migrant students not serviced by other migrant education programs, precedes an explanation of the tutors' roles and responsibilities. Next the manual describes the Migrant Student Record Transfer System (MSRTS) and the Skills Information System (SIS), which consists of skill lists for early childhood development, math, reading, and oral language. Receiving and sending procedures for MSRTS and SIS are described, as well as the features of each skills list. The manual includes charts of the Migrant Education Services organization, MSRTS student data flow, and MSRTS information. The manual includes brief descriptions of the Materials Development and Resource Center (MDRC), the career awareness residency program, a profile study of migrant students, a statewide needs assessment, the secondary credit exchange program, and the book distribution program; steps in using the MDRC; sample skills sheets; guidelines for attractive and individualized instructional materials; some basic types of learning activities; and suggested activities for increasing skills in oral language which are correlated to skills designated by the SIS. (NQA)

DOCUMENT RESUME

ED 226 947 SE 040 217

Papy, Frederique
Math Play Therapy. Volume II. CSMP Mathematics for the Intermediate Grades.
CEMREL, Inc., St. Louis, Mo.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Calculators; *Educational Games; *Elementary School Mathematics; Grade 5; Instruction; Instructional Materials; Intermediate Grades; Learning Activities; Lesson Plans; *Mathematic Instruction; Number Concepts; Puzzles; Resource Materials; *Slow Learners; Teaching Guides
IDENTIFIERS- *Comprehensive School Mathematics Program

This material is the result of 1 year of experimental work during the 1976-77 school year with pupils at the fifth-grade level. Once week students participated in half-hour, small-group sessions in addition to their regular classroom mathematics period. It is felt that the activities described might be appropriate for additional grade levels. It is hoped that teachers who wish to direct part of their energies to improving the quality of life for weaker students will be stimulated to experiment with some of the ideas included here. The focus is on games, puzzles, and detective stories that are grouped under: (1) Hand Calculator; (2) Minicomputer; and (3) Detective Stories. (MP)

DOCUMENT RESUME

ED 226 963 SE 040 376

Engineering Education Problems. A Guide to Action for NSPE State Societies.
National Society of Professional Engineers, Washington, D.C.
REPORT NO.- NSPE-Pub-1016
PUB DATE- Sep 82
AVAILABLE FROM- National Society of Professional Engineers, 2029 K Street, NW, Washington, DC 20006 ($10.00 NSPE members, $20.00 non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140)
DESCRIPTIONS- Case Studies; *Engineering Education; *Financial Support; Guidelines; Higher Education; *Industry; Laboratory Equipment; *Program Descriptions; *School Business Relationship; Science Equipment; *State Programs; Surveys; Teacher Shortage
IDENTIFIERS- *National Society of Professional Engineers

Recognizing that a crisis exists in engineering education, severa state professional engineering societies have taken the lead in identifying and helping to solve problems related to engineering education on a state level. The National Society of Professional Engineers (NSPE), believing that NSPE state societies are ideally structured to assume a leadership role in this effort, has develope this guide to aid their state societies in efforts to eliminate the engineer education crisis. The nature of the engineering education problem (focusing on faculty shortage, graduate students, laborator equipment and pre-college deficiencies) is discussed in the first chapter. Methodology, results, and conclusions of an NSPE study to determine what was being done by state societies to stimulate aid from various sources for engineering colleges is reported in the second chapter. Efforts of other groups on behalf of engineering education are discussed in the third chapter. Specific steps, methods, groups, documents, and other aspects of state society efforts to secure aid for their engineering colleges are outlined i the fourth chapter. Three case studies illustrating how the Alabama Florida, and Texas state societies proceeded with successful projects, are discussed in the fifth chapter. The final chapter provides six major recommendations to help resolve the current crisis. (JN)

DOCUMENT RESUME

ED 226 979 SE 040 720

Ellington, Henry; And Others
Games and Simulations in Science Education.
REPORT NO.- ISBN-0-85038-338-2; ISBN-0-89397-093-X
PUB DATE- 81
AVAILABLE FROM- Nichols Publishing Company, P.O. Box 96, New York, N
10024.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners)
Classroom Use - Teaching Guides (For Teacher) (052) Reference
Materials - General (130)
DESCRIPTIONS- Biology; Chemistry; *College Science; *Educational
Games; Evaluation; Higher Education; *Instructional Materials;
Physics; Science Education; *Science Instruction; Secondary
Education; *Secondary School Science; *Simulation; Technology
IDENTIFIERS- *Computer Games; Computer Simulation

Games, simulations, and case studies in science education are discussed in this book. The book consists of two major parts. Part 1 which is divided into three sections, is a review of the potential role of games, simulations, and case studies in science education. The first section (chapters 1 and 2) takes a broad look at the game/simulation/case study field, explaining what the various types of exercises are, showing how they are inter-related, discussing their general educational characteristics, and presenting a rationale for their use in science education. The next section (chapters 3, 4, and 5) examines different kinds of exercises currently available, discussing card/board games, other types of manual exercises, and computer-based exercises. The third section (chapters 6, 7, and 8) offers guidance on how to: (1) select/adapt exercises for specific purposes, use them in teaching situations; (2) design one's own exercises; and (3) evaluate games, simulations, and case studies. Part 2 consists of a comprehensive collection of data sheets arranged alphabetically in four separate sections, which contain physics-based, chemistry-based, and biology-based exercises, and exercises with some science/technology content. Each entry includes title, author, price, exercise type, educational aims, time required, and a discussion of the exercise. (Author/JN)

DOCUMENT RESUME

ED 226 994 SE 040 736

Donovan, Edward P.
Water Fit to Drink.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Drinking Water; *Individualized Instruction; Learning Modules; *Science Activities; Science Education; Science Experiments; Science Instruction; Secondary Education; *Secondary School Science; Water; *Water Quality; *Water Treatment

The major objective of this module is to help students understand how water from a source such as a lake is treated to make it fit to drink. The module, consisting of five major activities and a test, is patterned after Individualized Science Instructional System (ISIS) modules. The first activity (Planning) consists of a brief introduction and a series of multiple-choice questions (with answers) related to objectives of activities which follow. Activities 2-4 focus on three different methods for purifying water, including use of activated carbon (activity 2), filtration (activity 3), and chlorination (activity 4) techniques. Procedures, materials needed, and questions are provided for each activity. The final activity is a hypothetical tour through a water treatment plant (using a diagram provided in the module), focusing on the methods used to purify water for human use. The last part of the module is a 15-item multiple-choice test. (JN)

DOCUMENT RESUME

ED 227 009 SO 014 465

Coleman, Ann; And Others
Women and Identity.
Michigan Univ., Ann Arbor. Womens Studies Program.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 78
GRANT- EH2-5643-76-772
AVAILABLE FROM- Women's Studies Program, Curriculum Series, University of Michigan, 354 Lorch Hall, Ann Arbor, MI 48109 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Child Rearing; Contraception; *Family (Sociological Unit); Fear; *Females; Feminism; Higher Education; Interdisciplinary Approach; *Labor Force; Mythology; *Sex Role; *Sexuality; *Social Change; Social Networks; Teaching Guides; Units of Study; Womens Studies

An interdisciplinary course on women and identity for college-level women's studies instructors is presented. Materials for the course are taken from myth, psychology, sociology, feminism, art, and other disciplines. It is divided into seven units: sexuality, fertility, work and family, fear and envy, women's networks, individuality, and social change. Students explore the mythical origins of negative sexual stereotypes, lesbianism, bisexuality, heterosexuality, virginity, the cult of the Mother Goddess, new methods and philosophies of birth control, child rearing, and parenting. Work and family topics include the family in the United States, single-headed families, childlessness, and women in the contemporary labor force. Women's networks are discussed from historical, anthropological, and sociological perspectives. The chapter entitled "Women and Social Change" covers participation in social movements throughout history, matriarchy, matrilineality, and new awareness and self. Each unit contains an introduction, lecture outline, discussion topics, reading list, questions, and a bibliography. Appendices include questions on Simone de Beauvoir's theory of reciprocal need oppression, processes in sex role learning, useful statistics, and a course evaluation form. (KC)

DOCUMENT RESUME

ED 227 024 SO 014 524

Kowallis, Trudy; And Others
Sex-Stereotyping in High School Students' Perceptions of Self and Peers on Personality Trait and Occupational Scales. Working Paper #4.
Arizona Univ., Tucson. Southwest Inst. for Research on Women.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Females; High Schools; *High School Students; Males; *Occupations; *Peer Evaluation; *Personality Assessment; Rating Scales; Rural Schools; *Sex Stereotypes; Social Science Research; *Student Attitudes

Rural high school students tend to stereotype according to sex when rating their peers on personality trait and occupational measures. The research differed from previous studies in which participants have been required to rate the typical or ideal male and female or to rate an occupation according to how masculine or feminine it seemed to them. In this study, 102 rural high school sophomores (53 males and 49 females) rated themselves, 4 female friends, and 4 male friends on personality and occupational scales consisting of 16 bipolar items each (e.g., aggressive-passive; doctor-nurse). Both males and females rated themselves and their peers differently according to sex. On the personality trait scale, males' ratings of others were biased toward the masculine stereotype while females' ratings were biased toward the feminine stereotype. Males and females rated themselves and members of the same sex more stereotypically on the personality measure than they rated members of the opposite sex. On the occupational measure there were significant differences between the ratings of males and females when rated by themselves, members of the same sex, and members of the opposite sex. These findings differ from findings in other studies. (KC)

DOCUMENT RESUME

ED 227 040 SO 014 571

Sanderson, Allen R.
Graduate Economics Curricula and the Needs of Foreign Students.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Doctoral Programs; *Economics Education; Educational Trends; *Foreign Students; *Graduate Students; Graduate Study; Higher Education; *Student Needs

Although the number of foreign students enrolled in economics doctoral programs in the United States has gradually increased, no need exists to modify curricula to meet the needs of these students. During 1981-1982, in 13 of the leading economics programs, foreign students comprised 36 percent of graduate enrollments and 45 percent of applications. However, the question of whether a particular curriculum is a good match with the needs of foreign students is based on inaccurate assumptions. The block of foreign students across graduate economic programs represents more than 100 countries that vary in cultural characteristics, stage of development, and economic orientations. It is difficult to imagine constructing programs that would address separate, national concerns. Also, placement surveys indicate that few United States-trained foreign economists leave the United States, at least initially. For graduates who eventually return home, the degree may serve more as a credential than a research tool. In addition, economics programs present a core of material that is independent of geographic location, industrial structure, and political considerations. Programs are flexible enough to accommodate different tastes and instruction in basic principles, and research techniques are independent of other factors. (Author/KC)

DOCUMENT RESUME

ED 227 056 SP 021 520

Munroe, Mary Jeanne
Presbyopia and the Mainstream Concept.
PUB DATE- 23 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Classroom Environment; Elementary Secondary Education; *Learning Disabilities; Learning Processes; *Mainstreaming; Positive Reinforcement; Student Behavior; *Student Teacher Relationship; Teacher Attitudes; *Teacher Behavior; Teacher Effectiveness; *Teaching Methods; *Teaching Styles

Presbyopia, a condition which affects the eye's ability to change focus or to produce a clear image, makes an appropriate analogy through which to consider educational access for special needs students. Presbyopia can be corrected with properly fitted glasses; new "glasses" should be "prescribed" for teachers so that distortions related to student ability can be eliminated and teachers can respond to all students equally. Ways of presenting instructional materials or conducting activities to provide equal education for all students include: (1) providing visual and tactile augmentation to directions and instructions; (2) using time and material resources efficiently; (3) making opportunities for meaningful peer interaction; (4) allowing students to be aware of high teacher expectancy; (5) creating a supportive classroom structure; (6) reacting positively to difficult children; (7) giving encouraging feedback; (8) maintaining physical proximity to learning disabled children when moving about the classroom; (9) offering adequate response time to slow students; and (10) listening carefully and creatively to student responses. (JD)

DOCUMENT RESUME

ED 227 071 SP 021 805

London, Howard B.
Academic Standards in the American Community College: Trends and Controversies.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 82
CONTRACT- NIE-P-82-0020
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
 Speeches, Conference Papers, "Papers Presented at..." (150)
 Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Standards; College Faculty; *Community Colleges; Educational Demand; *Faculty College Relationship; Open Enrollment; *Student College Relationship; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- National Commission on Excellence in Education

Reasons for slipping academic standards in U.S. community colleges and a specific program combating this problem are discussed. Two reasons are offered for this slippage; the first has to do with the ambiguous state of the community college faculty. These teachers are said to have difficulty defining their roles because they feel a powerlessness in dealing with the college administration and in having to lower their standards for instruction and grading in dealing with their students. The second major reason for slippage given is the past and present trend toward student consumerism. The current reality of teachers having to resort to advertising for classes and schools having to advertise for easy programs is seen as having a detrimental effect on the attitudes of students and teachers. The vocational education emphasis that the community college has taken is traced, and arguments are offered for and against it. A program, established in two Florida community colleges, that has effectively raised academic standards is briefly described. (JM)

DOCUMENT RESUME

ED 227 086 SP 021 953

Lehman, Harold D.

Teachers Abroad Program: A Model of Rural Primary Education in Bolivia.

PUB DATE- 19 Mar 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Adult Education; Community Involvement; Cultural Exchange; *Developing Nations; Elementary Secondary Education; Foreign Countries; Nonformal Education; *Overseas Employment; Primary Education; *Relevance (Education); *Rural Education; Teacher Education

IDENTIFIERS- *Bolivia; *Teachers Abroad Program

The Teachers Abroad Program (TAP) was developed as a project of the Mennonite Central Committee to meet the educational needs of developing nations. Its activities in Bolivia involve North American volunteer teachers committed to starting a school in a rural community in 2 years and, following this period, assisting the community in obtaining a government teacher to continue the program. TAP schools provide primary curriculum in reading, writing, arithmetic, science, and Bolivian history, all taught in Spanish. Community and parent involvement are encouraged. Since 1974, program priorities have included community development, nonformal adult education, inservice training for government teachers, and diversification to meet community and educational needs beyond the initial 2 years. A goal of these priorities is to improve Bolivia's national system of rural education, which is oriented toward preparing children to function in an agrarian setting and does little to prepare students for secondary or university education. Another TAP goal is to improve the sometimes inadequate teacher preparation in Bolivia. Future TAP goals involve the provision of educational opportunities, integration of school and community, meeting of short- and long-range educational needs, creative and dynamic instruction, and elimination of prejudice. (JD)

DOCUMENT RESUME

ED 227 101 SP 022 214

Pace, C. Robert

Achievement and the Quality of Student Effort.

National Commission on Excellence in Education (ED), Washington, DC.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 25 May 82

CONTRACT- NIE-P-82-0037

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Academic Achievement; Educational Research; Higher Education; Learning Motivation; *Self Evaluation (Individuals); *Student Attitudes; Student Development; Student Educational Objectives; *Student Motivation; Student Teacher Relationship; *Undergraduate Students

IDENTIFIERS- *College Student Experiences (Questionnaire); National Commission on Excellence in Education

This report is a comprehensive account of the accumulated research on the measurement of quality of effort and its significance in understanding the achievement of college students with regard to the College Student Experiences questionnaire (Pace, 1979). Results are based on the responses of 12,000 undergraduate students from 40 different colleges over a 3 year period. The questionnaire contained 14 quality of effort scales, on which students rated themselves on items concerned with the use of college facilities and the use of personal and social opportunities. The other parts of the questionnaire included items that enabled researchers to determine relationships between quality of effort and achievement and among many elements that might help to explain those relationships. A major conclusion of the study granted the importance of all elements that influence "who goes where" to college. The study also found that, once the students got to college, what counted most was not who they were or where they were but what they did. "Quality" effort appears to be what counts in achieving in college. (JM)

DOCUMENT RESUME

ED 227 116 TM 830 044

Marton, Ference
Towards A Phenomenography of Learning. I: Integrating Experiential Aspects. 1982:06.
Goteborg Univ., Molndal (Sweden). Dept. of Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Style; Comprehension; Experiential Learning; *Learning Motivation; *Learning Processes; Learning Theories; Outcomes of Education
IDENTIFIERS- Extrinsic Motivation; Intrinsic Motivation; *Phenomenography

This paper is the first of a series of three which attempt to integrate categories of description aimed at characterizing the experience of learning in terms of the logical relationships that exist between them. The description of the qualitatively different ways in which various aspects of reality are experienced and conceptualized, and the search for logical relations between the categories of description arrived at have been labelled phenomenography. The categories dealt with here depict characteristics of the outcome and style of learning, and the approach to and the motivation for learning. It is concluded that a "horizontalised" outcome (in which a text's hierarchical structure is levelled out) implies operation learning in terms of Pask's dichotomy of styles, of which comprehension learning represents the other alternative. Comprehension learning implies a deep approach (as it is defined by Marton) while its opposite, the surface approach, implies extrinsic motivation. In such a way, categories of description can be linked to each other very much as a Wittgensteinian family resemblance structure: no thread runs through the whole rope, but it is still the same rope all the way. (Author/PN)

DOCUMENT RESUME

ED 227 131 TM 830 119

Hills, John R.; King, F. J.
Construct Validity of the Florida Functional Literacy Test.
Florida State Univ., Tallahassee. Coll. of Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Studen
Assessment Section.
PUB DATE- 25 Aug 78
CONTRACT- SDE-780-090
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Communication Skills; *Functional Literacy; Graduation Requirements; High School Students; *Mathematics Skills; *Minimum Competency Testing; Reading Comprehension; Scores; Secondary Education; Socioeconomic Status; State Programs; Testing Programs; *Test Validity
IDENTIFIERS- *Florida Functional Literacy Test

The 1977 edition of the Florida Functional Literacy Test is a 117-item multiple-choice measure of 13 mathematics and 11 communication skills required for minimal acceptable performance for students to graduate from state high schools. A student must pass at least half of the skills in mathematics and communications and get 70 percent of the items for each skill correct. To investigate the test's construct validity, the literacy test performances between groups of adults at three education and income levels were compared with performace on an independent multiple-choice cloze test of communications skills in reading. The groups also completed demographic descriptions. A substantial correlation between the communications total score on the literacy test and the independent measure of reading ability indicated strong support for the test's validity. The proportion passing the mathematics standard and communications standard increased markedly from the low- to high-level functional groups. Mean scores behaved similarly, indicating strong statistical support for validity. (CM)

DOCUMENT RESUME

ED 227 147 TM 830 154

Claus, Richard N.; Girrbach, Charmaine J.
Long-Term Sustained Effects of Chapter I Participation, 1979-1982.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; *Compensatory Education; *Educationally Disadvantaged; Grade 3; Longitudinal Studies; *Mathematics; Pretests Posttests; Primary Education; Program Effectiveness; *Reading
IDENTIFIERS- California Achievement Tests; Education Consolidation and Improvement Act 1981; *Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I; Michigan (Saginaw); Supplemental Teacher Participation (Saginaw MI)

The long-term sustained impact of the Saginaw School District Chapter I Supplemental Teacher Participation (STP) program on third grade students during the 1979-80 school year was examined. A total of 256 students were classified into one of four categories: 1 year 2 year continuous, 3 year continuous, and 2 year interrupted. Two different standards were used to gauge observed growth of groups in each category. The first required growth equal to or exceeding normal growth or, in other words, sustaining normal growth levels o exceeding them. All four category groups exceeded the standard of "normal growth" in both academic areas except for the 2 year interrupted group in mathematics. The second standard required growth equaling or exceeding the growth of the 3 year continuous ST group. The three other groups failed this standard in both subjects with the exception of the 2 year continuous group in mathematics. I was found that the academic achievement of Saginaw's compensatory education population is associated positively with the amount of continuous time spent in the Chapter I STP program. (Author/PN)

DOCUMENT RESUME

ED 227 162 TM 830 183

McKinley, Robert L.; Reckase, Mark D.
The Use of the General Rasch Model with Multidimensional Item Response Data.
American Coll. Testing Program, Iowa City, Iowa.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-82-1
PUB DATE- Aug 82
CONTRACT- N00014-81-K0817
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Goodness of Fit; Item Analysis; *Latent Trait Theory; *Mathematical Models; *Psychometrics; Research Methodology; Statistical Analysis; Test Interpretation; Test Items
IDENTIFIERS- *Multidimensional Approach; Multiple Measures Approach; *Rasch Model

Several special cases of the general Rasch model, varying in complexity, were investigated to determine whether they could successfully model realistic multidimensional item response data. Whether the parameters of the model could be readily interpreted was also investigated. The models investigated included: (1) the vector model; (2) the product term model; (3) the vector and product term model; (4) the reduced vector and product term model; and (5) the item cluster model. Of the models investigated, all but the reduced vector and product term model and the item cluster model were rejected as being incapable of modelling realistic multidimensional data. The item cluster model appears to be a useful model, but its applications may be limited in scope. Of the models studied, the reduced vector and product term model was found to be the most capable of modelling realistic multidimensional data. Although the estimation of the parameters of the reduced vectors and product term model may be more difficult than it would be for other models, this model appears to be the model that is most worth pursuing. (Author/PN)

DOCUMENT RESUME

ED 227 178 TM 830 209

How Are Children in Your School District (and School) Performing on South Carolina's Basic Skills Tests?
Southeastern Public Education Program, Columbia, S.C.
PUB DATE- 83
AVAILABLE FROM- Southeastern Public Education Program, 501-1338 Main Street, Columbia, SC 29201 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Basic Skills; Elementary Secondary Education; *Instructional Improvement; Mathematics Skills; *Minimum Competency Testing; Reading Skills; *State Programs; *Testing Programs; Test Interpretation; Writing Skills
IDENTIFIERS- *Cognitive Skills Assessment Battery; *South Carolina Basic Skills Assessment Program

The South Carolina Basic Skills Assessment Program (BSAP), a testing program, presents information to determine how successfully children in individual school districts are achieving the minimum basic skills required by South Carolina law. Each year BSAP tests are given to children entering the first grade and to children in grades 1, 2, 3, 6, 8, and 11. The test for children entering the first grade is the individually administered Cognitive Skills Assessment Battery to determine if children are "ready" to begin first grade work. Reading and mathematics tests are given each spring to children in grades 1, 2, 3, 6, 8, and 11. Writing tests are given each spring only to children in grades 6, 8, and 11. The purpose of these tests is to help teachers identify children's basic skills weaknesses. The test results are used to improve teachers' instruction in the basic skills. A brief explanation informs parents how to interpret the Student Report. (Author/PN)

DOCUMENT RESUME

ED 227 193 UD 022 686

Torres, Judith; Bensimon, Estela M.
Morris High School Betterment through Bilingualism. O.E.E. Evaluation Report, 1981-1982.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; *Bilingual Education Programs; Career Education; Curriculum Development; *English Instruction; High Schools; *Hispanic Americans; Parent Participation; *Program Effectiveness; Program Evaluation; *Second Language Instruction; Spanish; Staff Development; Student Characteristics; Truancy; Vocational Education
IDENTIFIERS- Elementary Secondary Education Act Title VII; *New York City Board of Education

This report summarizes the evaluation of the Betterment through Bilingualism Program at Morris High School, New York City, in 1981-82. The program was funded by Title VII of the Elementary and Secondary Education Act for the purpose of developing Hispanic students' English language skills and preventing truancy. Three hundred students were enrolled in the program, half of whom were in ninth grade. Chapter 1 of the report describes student characteristics (sex, grade, race, origin of birth, etc.). Chapter 2 outlines the program's policy, philosophy, organization, funding, and its goals. Chapter 3 highlights instructional components of the program, including native language arts and mainstream courses. Chapter 4 describes the program's noninstructional components: supportive services (educational and personal counseling, home visits); curriculum development; staff development; and parental involvement. Chapter 5 presents the assessment instruments and procedures, and the results of student testing. It is stated that although improvements were noted (from previous years) in staff and curriculum development and classroom language policy, the program still does not demonstrate adequate interface between content area curricula and career/vocational education. Overall, however, the program is judged to be successful. Specific recommendations are offered for improvement in deficient areas. Appended to the report are various instructional aids, evaluation forms, and a bilingual newsletter from the school. (WAM)

ED 226 933 RC 013 918

Lidster, Echo L. R.
Some Aspects of Community Adult Education in the Northwest Territories of Canada, 1967-1974.
Northwest Territories Dept. of Education, Yellowknife.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Basic Education; *Adult Education; *Adult Programs; American Indian Education; Canada Natives; Change; *Community Education; Cultural Context; Culture Conflict; *Daily Living Skills; Educational History; *Educational Needs; English (Second Language); *Eskimos; Federal Programs; Foreign Countries; Home Management; Local Issues; Money Management; Rural Education; Vocational Education
IDENTIFIERS- Canada; *Northwest Territories

Published as a record of the early development of some aspects of community adult education in the Northwest Territories of Canada, 1967-1974, the book begins with a statement of the philosophy of adult education and a listing of objectives of community adult education. The first three philosophical bases listed are: start with people where they are (in this case living in remote settlements scattered over a circumpolar area comprising 1/3 of Canada's land mass); people are anxious to learn about events happening around them and exploding in their midst; and where feasible programs should be taken to the people rather than plucking people out of settlements to take them to the programs. The first three program objectives cited are: to develop programs which will meet the needs as expressed by the citizens of the community to be served; to encourage research and development; and to give the community responsibility for the program. A background section and an adult education section are provided for each of the programs in four regions: Baffin Region (7 programs), Fort Smith Region (12 programs), Inuvik Region (8 programs), and Keewatin Region (4 programs). A special topics section (24 items) and 15 appendices conclude the document. (BRR)

ED 226 948 SE 040 218

String Game. A-Blocks. A Guide to using a Classification Game in the Classroom. Comprehensive School Mathematics Program.

CEMREL, Inc., St. Louis, Mo.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Educational Games; Elementary Education; *Elementary School Mathematics; Instruction; Instructional Materials; Learning Activities; *Mathematical Concepts; Mathematical Enrichment; *Mathematics Curriculum; Teaching Methods
IDENTIFIERS- *Comprehensive School Mathematics Program

This document presents five activities which represent a part of the Comprehensive School Mathematics Program (CSMP) curriculum. The package is primarily designed to: (1) introduce instructors to one or more of the three non-verbal languages used in the CSMP elementary curriculum in such a way that teachers would want to pursue the possibility of adopting the curriculum; and (2) to provide some mathematically rich activities for immediate classroom use. This package introduces a classification game. The five activities are written in standard CSMP format of teacher-student dialogue. It is hoped the material will provide teachers and their pupils with a setting that allows for joyful development of logical and strategic thinking. (MP)

ED 226 964 SE 040 377

Engineering Education Problems. The Laboratory Equipment Factor.

National Society of Professional Engineers, Washington, D.C.

REPORT NO.- NSPE-Pub-1017
PUB DATE- Sep 82
AVAILABLE FROM- National Society of Professional Engineers, 2029 K Street, NW, Washington, DC 20006 ($10.00 NSPE members; $20.00 non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Building Obsolescence; Degrees (Academic); *Engineerin Education; Enrollment; *Expenditures; Higher Education; *Laboratory Equipment; *Obsolescence; Pilot Projects; *Science Equipment; Science Laboratories; Surveys
IDENTIFIERS- National Society of Professional Engineers

Presented is a pilot study focusing attention on problems of deteriorating physical plants and inadequate/obsolete equipment contributing to the current crisis in engineering education. Data are reported from a survey instrument (included in an appendix) from 26 colleges/universities, representing 168 programs out of a national total of 1212 programs. Information obtained for fiscal years 1970-71 to 1980-81 included: laboratory expenditures; faculty man years; student credit hours produced; degrees awarded; enrollment; number of student stations; separately budgeted research expenditures; base year inventory (1970-71); and laboratory credits required. Review of the data reveals that the average laboratory equipment inventory per school declined from $5,809,000 to $856,000 during the period 1971-81. Based on 250 schools, this leads to the conclusion that the cost of modernizing engineering laboratories (at the 1971 level) will be $1,238,250,000; considering the difference in enrollment between 1981 and 1971, this figure increases to $2,195,417,000. These and other results indicate that the engineering education system is currently stretched to (or beyond) its limit and that the problems of large class size, high student-to-faculty ratios, deteriorating physical plants, inadequate equipment, and inability to acquire laboratory equipment commensurate with present-day technological advances in industry are too widespread to be ignored. (JN)

ED 226 980 SE 040 721

CSMP Mathematics for the Intermediate Grades. Part V. Worksheets.
CEMREL, Inc., St. Louis, Mo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Curriculum Development; Elementary Education; *Elementary School Mathematics; Instructional Materials; *Intermediate Grades; Mathematics Curriculum; *Mathematics Instruction; Workbooks; *Worksheets
IDENTIFIERS- *Comprehensive School Mathematics Program

This book contains all the worksheets needed to accompany the Comprehensive School Mathematics Program books for the Intermediate Grades, Part V. It includes 66 worksheets for The World of Numbers, 12 worksheets for the Languages of Strings and Arrows, 15 worksheets for Geometry and Measurement, and 11 worksheets for Probability and Statistics. (MNS)

Birney, Barbara A.; Shaha, Steve

Dosage versus Distribution: The Support of Docents on Zoo Visitors' Acquisition of Knowledge.

California Univ., Los Angeles. Center for the Study of Evaluation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Animals; Educational Research; *Instructional Design; *Knowledge Level; *Public Opinion; Science Education; Student Attitudes; Teacher Effectiveness; *Teaching Methods; *Zoos
IDENTIFIERS- Science Education Research

This study hypothesized that: the mode of instruction used at a zoo exhibit and the familiarity (low, medium, high) of an animal to visitors interacts with the amount of knowledge they demonstrate about the animal; a relationship exists between visitors' demonstrated knowledge of an animal of a given level of familiarity and attitude toward protection of the animal; an interaction exists between instructional mode under which information is acquired and degree to which a positive attitude toward an animal is exhibited; and a correlation exists between familiarity-level of an animal and positive attitudes about the animal. Zoo visitors (N=720), aged 16 or older, completed questionnaires consisting of 13 dichotomous-choice items. Data were collected on four consecutive weekends at the Los Angeles zoo. Results, among others, indicate that: visitors learned more with signs or docents (Zoo Teachers); the more familiar visitors are with an animal the more knowledge they demonstrate about that animal; and that docents were found to have no significant impact on visitor knowledge in high/medium familiarity groups, having the greatest impact on visitors when their presentations are for animals of very low familiarity. In addition, attitude was found to be the best predictor of a visitor's knowledge. (JN)

ED 227 010 SO 014 466

Conklin, Nancy Faires; Patraka, Vivian M.
Women's Art and Culture.
Michigan Univ., Ann Arbor. Womens Studies Program.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 77
GRANT- EH2-5643-76-772
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Artists; *Creativity; Culture; Dance; *Females; Feminism; Film Production; *Fine Arts; Higher Education; Interdisciplinary Approach; *Literature; Music; Mythology; Photography; Teaching Guides; Theater Arts; Units of Study; Visual Arts; Womens Studies

An interdisciplinary course on women in the fine arts for college-level women's studies programs is presented in five units. The course raises questions about women as artists in a sexist society, then examines the vision of women artists in the personal and political spheres, and concludes with a study of great women artists. Unit 1 provides a conceptual framework by discussing women's conventional roles in the arts as object, myth, and creator and examines how "great artists" are made. Unit 2, "Women's Oppression and Creativity," examines sources of frustration; masculine, mainstream, and feminine art forms; and the art of non-Western women. Unit 3 focuses on women in the home, workplace, and community and on creating an artistic heritage for women. Unit 4, "Art and Politics," discusses the insights of women as a marginal group, women's art and social criticism, and feminism. The final unit features individual women authors, painters, sculptors, photographers, musicians, dancers, designers, actors, filmmakers, and interdisciplinary artists. Each unit includes an introduction, lecture outline, resource materials list, and discussion questions. A selected bibliography is also provided. The course depends heavily on audiovisual presentations. (KC)

ED 227 025 SO 014 532

Singleton, Laurel R., Ed.
Tips for Social Studies Teachers: Activities from ERIC.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89994-280-6
PUB DATE- 83
CONTRACT- 400-78-0006
AVAILABLE FROM- Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Citizenship Education; Elementary Education; Geography Instruction; Global Approach; Junior High Schools; Learning Activities; Legal Education; Self Concept; Skill Development; *Social Studies; United States History

Action-oriented learning activities, most drawn from resources in the ERIC system, are desigred to stimulate elementary and junior high school students' interest and participation while conveying important social studies content and skills. The activities are organized into six sections. The first section focuses on developing social studies skills. The next five sections deal with the following: student understanding of themselves and others as human beings, citizenship, geography, U.S. history, and global concerns. Examples of activities include having students develop a time line of the history of pizza, search through newspapers for particular items of information, model landforms, map an unfamiliar room arrangement explored while blindfolded, and use primary source material to learn about the lives of children on the frontier. Most of the activities are self-contained; some, however, do require special materials. Information provided for each activity includes an overview, objectives, grade level, materials and preparation, teaching procedures, and follow-up. (RM)

ED 227 041 SO 014 573

Toebes, Johan Gerhard
Geschiedenis: een vak apart? (History: A Distinct Subject?).
PUB DATE- 26 Feb 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Repor
- Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Comparative Analysis; *Comparative Education;
*Educational History; Foreign Countries; *History Instruction;
*Integrated Curriculum; Intellectual Disciplines; Secondary
Education; Social Sciences; *Social Studies
IDENTIFIERS- England; Netherlands; West Germany

The extent to which history has been and is combined with other subjects dealing with man and society in the secondary school curriculum of West Germany, England, and the Netherlands is discussed. The study looks at arguments for and against subject combinations and the teaching of history as an independent subject, reasons for the determination to combine social studies subjects in the three countries, and the forms these combinations took. The reaction of historians, history teachers, and others to these combinations is discussed. Conditions which must be met if history is to be combined with other subjects in the Netherlands are examined. The study concludes with comparisons, conclusions, and prospects in which the problems of the three countries are compared and some global connections are made. (RM)

ED 227 057 SP 021 530

Denton, Jon J.; Ash, Michael J.

Graduate Program Evaluation Employing a Status Survey and Matrix Scores.

PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Curriculum Evaluation; Curriculum Study Centers; Educational Psychology; *Education Majors; Education Work Relationship; Employment Patterns; *Graduates; *Graduate Study; Graduate Surveys; Higher Education; *Program Effectiveness; Program Evaluation; Relevance (Education); Teacher Education; *Teacher Education Programs
IDENTIFIERS- Texas A and M University

A survey of former students from graduate programs in Educational Curriculum and Instruction and in Educational Psychology at Texas A & M University sought to determine graduates' employment patterns and professional profiles and their perceptions concerning the effectiveness of their programs. Fifty-two percent of the graduates responded to mailed questionnaires, providing information on current professional role, membership in professional organizations, publications, presentations, and recognitions. They also rated the necessity and quality of service or instruction provided by the programs. Findings indicated that: (1) The majority of respondents were engaged in professional education; (2) Doctoral recipients were more active in professional associations; (3) Respondents with doctorates were less critical of their programs than were their counterparts; and (4) Where program limitations were seen, graduates perceived the quality of the curriculum associated with certain services/skills to be limited given the relative importance of the skill. Program components found to be in need of revision are listed, and implications of the study are discussed. (JD)

ED 227 072

SP 021 809

Torney-Purta, Judith; Schwille, John
The Values Learned in School: Policy and Practice in Industrialized Countries.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 82
CONTRACT- NIE-P-82-0050; NIEP820049
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Change; Citizenship Education; Civics; Comparative Analysis; *Developed Nations; *Educational Policy; *Educational Practices; Elementary Secondary Education; Ethical Instruction; *Foreign Countries; Government Role; Moral Values; Political Influences; *Social Behavior; Student Behavior; Television; Value Judgment; Values Clarification; *Values Education
IDENTIFIERS- Canada; East Germany; Japan; *National Commission on Excellence in Education; Sweden; United Kingdom; United States; USSR; West Germany

A comparative analysis of values education in the United States, Germany, Japan, Great Britain, the Soviet Union, Sweden, and Canada analyzed eight assertions: (1) No institution with education as its primary aim can be value neutral; (2) Countries differ in values which characterize their political cultures and in values which are taught in school; (3) None of the countries studied has had a uniformly high level of success in transmitting civic values; (4) The learning of values is strongly influenced by factors outside the school's control; (5) Educational policy has been somewhat effective in bringing about desired changes in values; (6) The learning of values in school is not limited to mandated programs of moral and civic education; (7) Several nations have developed curricular goals to promote common core values; and (8) Television and other mass media have an important and often negative effect on young people's values. It is recommended that coalition agenda be formed, providing a description of values that ought to be learned in school, together with the actions needed if these values are to be embodied in educational practice. (JD)

ED 227 087 SP 021 955

Warnat, Winifred I.
Robotics: A Bridge for Education and Technology.
Eastern Michigan Univ., Ypsilanti. National Center on Teaching and Learning.

PUB DATE- 3 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Artificial Intelligence; Automation; Cybernetics; Elementary Secondary Education; *Industry; *Labor Force Development; Obsolescence; *Relevance (Education); School Role; *Social Change; Technical Education; Technological Advancement; Technological Literacy; *Technology
IDENTIFIERS- Michigan; *Robotics

Robotics (robot usage) is discussed from a historical perspective with regard to its role in employment and education. Part 1 examines the transition from an industrial to an information society and speculates what the future might hold, particularly in terms of employment. Part 2 gives a historical overview of the robotics industry and discusses the industry's impact on work and its anticipated growth, specifically in Michigan, Part 3 investigates the role of robotics in education. Findings from the U.S. Congress Office of Technology Assessment Report are used to look at problems facing American education in its efforts to respond to the information revolution. It is suggested that, to narrow the education-technology gap, schools need to work on student skills which focus on process rather than subject matter content. Process skills noted include critical thinking, problem solving, creativity, application, synthesis, communication, and evaluation and analysis. Various ways to incorporate these essential skills into the classroom are also mentioned. (JM)

ED 227 102   SP 022 216

Farnham, Nicholas; And Others
University Entrance Examinations and Performance Expectations. A Comparison of the Situation in the United States, Great Britain, France, and West Germany.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
CONTRACT- NIE-P-82-0040(41)(48)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Achievement Tests; Advanced Placement Programs; *Biology; *College Entrance Examinations; Comparative Analysis; Comparative Education; Cross Cultural Studies; Educational Testing; *Foreign Countries; High Schools; High School Students; *Language Tests; Second Language Learning; Test Interpretation; Test Use; *World History
IDENTIFIERS- France; Great Britain; National Commission on Excellence in Education; United States; West Germany

Consisting of four papers, this study examines university entrance examinations in France, Great Britain, and West Germany and compares them to similar tests in the United States on the basis of three subjects: world history, language study, and biology. The first paper, "The Relationship of the Examinations to the Secondary School Age Group" (Nicholas Farnham), discusses the following examinations: (1) the French Baccalaureate; (2) the German Arbitur; (3) the British GCE-A Level (the advanced level of the General Certificate Examination); (4) the International Baccalaureate (accepted by universities in all countries); and (5) the United States Advanced Placement Test (APT) and Achievement Tests. The second paper, "World History" (Robert A. McCaughey), discusses separately the breadth of each examination and evaluates the capacity of each for self criticism (of its own country's history). The author finds no reason to believe that American students taking the APT are less equipped for serious study than are European students. The third paper, "Language Study," by Richard I. Brod, looks at each country's tests for second language competency. The author finds the United States' College Entrance Examination Board test lacking because it does not approach the universality of the other countries' tests. The author finds the APT much more satisfactory. The fourth paper, "Biology" (William V. Mayer), after discussing each country's test in detail, finds the United States' Achievement Tests have breadth in the subject matter of the test questions but no depth. Although the author feels the APT is better, in comparison, the United States biology examinations do not compare well. They are less demanding, more detail laden, require no writing, and do not concentrate on higher educational objectives. (JM)

ED 227 117 TM 830 045

Marton, Ference; Svensson, Lennart
Towards a Phenomenography of Learning. II: A Relational View of Stud
Skill. 1982:07.
Goteborg Univ., Molndal (Sweden). Dept. of Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Style; Experiential Learning; Holistic Approach; *Learning Motivation; *Learning Processes; Learning Theories; *Study Skills; Task Analysis
IDENTIFIERS- *Phenomenography

This paper is the second of a series of three which attempt to integrate categories of description aimed at characterizing the experience of learning in terms of the logical relationships that exist between them. The description of the qualitatively different ways in which various aspects of reality are experienced and conceptualized, and the search for logical relations between the categories of description arrived at have been labelled phenomenography. In this paper, the categories of description corresponding to the qualitatively different ways in which various aspects of learning tasks are seen by the learner are characterized on three increasingly general levels, with two sub-levels within each: (1) conceptions of what is to be learned--conceptions of content and conceptions of structure; (2) approaches to learning--holistic vs. atomistic approach, and deep vs. surface approach; and (3) conceptions of studying--orientations to studies and conceptions of learning. (Author/PN)

ED 227 132 TM 830 124

Johnson, Craig W.

Microcomputers In Educational Research.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ERIC-TM-82
PUB DATE- Dec 82
CONTRACT- 400-78-0003
AVAILABLE FROM- ERIC/TM, Educational Testing Service, Princeton, NJ 08541 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Check Lists; *Data Collection; *Data Processing; Educational Innovation; *Educational Research; *Microcomputers; *Research Methodology; Research Problems

The exponential increase in the availability of microcomputers will have a tremendous impact on educational research. Already, the microcomputer has provided the key to the solution of some previously overwhelming methodological problems. It has enabled investigators to conduct exciting new lines of research while creating more general implications for future disciplined inquiry within the educational community. Educational researchers, aware of the importance of this new technology, are seeking guidance. There are primarily three areas of application for the researcher who is considering the use of a microcomputer: (1) use of the microcomputer to control experiments, (2) use of the microcomputer to collect data, and (3) use of the microcomputer to process data and results of research. This monograph reviews state-of-the-art microcomputer applications and provides guidance for evaluating and comparing microcomputers, for pursuing research objectives with microcomputers, and for ferreting out further information concerning microcomputers. Resources for microcomputer research applications, checklist of product performance, and a microcomputer top ten buyers' guide are included. (Author/PN)

ED 227 148 TM 830 159

Hendrickson, Leslie; Jones, Barnie
A Study of Longitudinal Causal Models Comparing Gain Score Analysis with Structural Equation Approaches.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Achievement Gains; Achievement Tests; *Data Analysis; Elementary Education; Error of Measurement; Estimation (Mathematics); Goodness of Fit; *Longitudinal Studies; *Models; Multiple Regression Analysis; Path Analysis; Predictor Variables; Reading Achievement; *Research Methodology; Scores
IDENTIFIERS- *Causal Models; Gain Scores; LISREL Computer Program; Philadelphia School District PA; *Structural Equation Models

The logic of using a gain score approach versus longitudinal causal models is studied in this secondary analysis of a complex data base. The gain score model used by the Federal Reserve Bank and the School District of Philadelphia in their "What Works in Reading?" study is successively refined using the LISREL structural equation program. First the Philadelphia data base is described and then difficulties of using gain score models are discussed. Regression estimates of the different models are described. Procedures dealing with identification, specification, and collinearity are examined. A sensitivity analysis of measurement and specification error shows the degree to which estimated parameters are affected by researchers' assumptions. The reanalysis shows improvements in the understanding of achievement test data and the logic of how to analyze data bases with longitudinal dependent variables. (Author)

ED 227 163 TM 830 184

Reckase, Mark D.; McKinley, Robert L.
The Validation of Learning Hierarchies.
American Coll. Testing Program, Iowa City, Iowa.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-82-2
PUB DATE- Sep 82
CONTRACT- N00014-81-K0817
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Evaluation Methods; *Individualized Instruction; *Instructional Improvement; *Mathematical Models; Sequential Learning; *Validity
IDENTIFIERS- *Learning Hierarchies

A review of the literature was made of the various procedures for sequencing instructional units in individualized instruction programs. Procedures for validating sequences of instructional units, or learning hierarchies, were found to fall into two general categories. One category included procedures based on coefficients of dependence, while the other category contained procedures based on more complete descriptions of the relationships between units of instruction, usually a mathematical model. Procedures based on coefficients were found to provide insufficient information for optimal sequencing of units. Procedures based on mathematical models were also found to be inadequate, but the model-based approach was found to have potential for dealing with the problem of sequencing. Recommended future research emphasizes improving model-based procedures so that they provide more information useful for determining the optimal order of instructional units. (Author/PN)

ED 227 179 TM 830 212

Smith, Richard M.
A Model for Evaluating the Assessment of Partial Knowledge.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Difficulty Level; *Evaluation Methods; Goodness of Fit; Guessing (Tests); *Models; Multiple Choice Tests; *Psychometrics; Responses; *Scoring Formulas; *Test Construction; *Test Items
IDENTIFIERS- *Partial Knowledge (Tests)

There have been many attempts to formulate a procedure for extracting information from incorrect responses to multiple choice items, i.e., the assessment of partial knowledge. The results of these attempts can be described as inconsistent at best. It is hypothesized that these inconsistencies arise from three methodological problems: the difficulty of the test, the use of omits in scoring, and the fit of the items to the scoring model. This paper reviews the impact of these three problems on the assessment of partial knowledge and proposes a model which will lessen their impact on the evaluation of any partial knowledge scoring model. (Author)

ED 227 194 UD 022 687

P.L. 89-313 Supplementary Services for Previously Non-Public-School Institutionalized Students. O.E.E. Evaluation Report, 1981-82.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Community Schools; Disabilities; Educational Facilities; Elementary Secondary Education; *Emotional Disturbances; Hearing Impairments; *Mental Retardation; Private Schools; *Program Effectiveness; Program Evaluation; Program Implementation; Public Schools; Resource Allocation; Resource Materials; *Special Education; Staff Role; *Transfer Students; Young Adults
IDENTIFIERS- *New York City Board of Education; Public Law 89 313

Results of an evaluation of the 1981-82 Public Law 89-313 program, "Supplementary Services for Previously Non-Public-School Institutionalized Students," are presented in this report. The program was operated by the Division of Special Education of the New York City public schools and served 527 students (6-21 years old) in 227 schools, including community schools, high schools, a school for the deaf, special education schools, and an approved work site. The report's introduction describes how the program helped students who were formerly educated in State-operated or State-supported schools to adapt to public school special education. Approximately 50 percent of these students were emotionally disturbed and 30 percent were mentally retarded. Chapter 2 documents the overall level of program implementation by focusing on facilities, staff, and levels of services provided. Chapter 3 presents evaluation findings for the program's four subcomponents: regionalized services, citywide services, hearing handicapped services, and placement and referral services for the handicapped. These findings focus on activities, resource materials, budget problems, promising techniques, and attainment of objectives, and are based on analyses of pupil achievement data. As is indicated in the report's final chapter, the program is judged to have met or exceeded its objectives, but a number of suggestions are offered for improving resource allocation, use of supplies, staff utilization, and record keeping. (WAM)

ED 226 949 SE 040 219

Minicomputer Games. Teacher's Guide. Classroom Lessons and Games Centered around the Papy Minicomputer...A Source of Rich Situations That Call for Mental Arithmetic and Quick Strategic Thinking.

CEMREL, Inc., St. Louis, Mo.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Educational Games; Elementary Education; *Elementary School Mathematics; Estimation (Mathematics); Instructional Materials; Lesson Plans; Mathematical Enrichment; Mathematics Curriculum; *Mathematics Instruction; *Problem Solving; Teaching Guides
IDENTIFIERS- *Comprehensive School Mathematics Program; Mental Computation; *Papy Minicomputer

This material describes two games, Minicomputer Tug-of-War and Minicomputer Golf. The Papy Minicomputer derives its name from George Papy, who invented and introduced it in the 1950's. The Minicomputer is seen as an abacus with the flavor of a computer in its schematic representation of numbers. Its manner of representation combines decimal notation with binary positional rules, and takes advantage of a well-established system seen as technologically desirable. The Minicomputer plays an integral part in the Comprehensive School Mathematics Program (CSMP) curriculum. The two games detailed were developed by Frederique Papy in 1976. The rules are few, but the games are thought to give rise to intriguing mathematical considerations that help pupils develop strategic thinking, sharpen mental arithmetic skills, and provide opportunities to employ estimation techniques. Four lessons are presented, each designed to take 30 to 60 minutes to complete. The material is written in a standard CSMP format of a dialogue between teacher and students. (MP)

ED 226 981 SE 040 722

Baker, Meryl S.
Predictors of Performance in Navy Electronics Skills: The Effect of Mathematical Skills.
Navy Personnel Research and Development Center, San Diego, Calif.
REPORT NO.- NPRDC-TR-83-10
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Research; *Electronic Technicians; Job Performance; *Mathematics Achievement; *Mathematics Education; *Mathematics Skills; Postsecondary Education; *Prediction; *Technical Mathematics
IDENTIFIERS- *Mathematics Education Research; *Navy

This effort is part of a project designed to identify mathematical requirements related to Navy electronics training. The relationship between mathematics ability and electronics performance in the Navy's Basic Electricity and Electronics (BE/E), Class "A," and Class "C" schools was examined to identify the mathematics skills required to complete Navy electronics training successfully and function adequately in electronics maintenance in the fleet. School performance measures were correlated with various predictor measures, and variables were analyzed to determine how they clustered together. Results showed that skills in mathematics knowledge are strongly related to success in electronics schools. (Author)

ED 226 996 SE 040 739

Zeitoun, Hassan Hussein
Advance Organizer Research: One Step Further.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Advance Organizers; Cognitive Development; *Cognitive Processes; *Educational Research; Elementary Secondary Education; Higher Education; *Learning Theories; Literature Reviews; *Research Methodology; *Retention (Psychology); Science Education
IDENTIFIERS- Ausubel (Daniel P); *Science Education Research

The purpose of this paper is to: (1) explore some possible explanations for the lack of empirical support of advance organizers; (2) suggest a plan for improving the empirical research on advance organizers; and (3) recommend some further investigations needed in the area of advance organizers. Some explanations for this lack of support are proposed. Among these explanations are: absence of an operational definition of the advance organizer; neglect of the measurement of the cognitive structure of the learners; failure of the tests to detect the facilitative effects of the organizer; failure of the learners to understand or use the organizers to study the learning materials; and use of very lengthily written organizers that might cause a memory strain. A plan is suggested to improve this research. This plan includes: the preparation of operationalized advance and placebo organizers; the experimental design; the sample selection; the implementation of the advance and placebo organizers; test construction and application; and the hypothesis testing and data analysis. Some aptitude interaction studies are recommended which relate the advance organizer to selected learners' attributes, including information processing capacity, learning styles, and Piagetian cognitive levels. (Author/JN)

Women Helping Women: A State-by-State Directory of Services.
Women's Action Alliance, Inc., New York, N.Y.
SPONS. AGENCY- EXXON Corp., New York, N.Y.
REPORT NO.- ISBN-0-9605828-0-0
PUB DATE- 81
AVAILABLE FROM- The Alliance, Women's Action Alliance, Inc., 370 Lexington Avenue, New York, NY 10017 ($14.95 plus $1.00 shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Battered Women; Career Counseling; Contraception; Displaced Homemakers; *Females; *Feminism; Health Services; *Human Services; Mothers; *Organizations (Groups); Rape; Reentry Workers; Social Organizations

This directory is designed to help women find information on organizations in cities and towns across the United States which exist to provide help for women with problems ranging from unemployment and lack of recognized job skills to physical abuse and unwanted pregnancy. It is arranged alphabetically by state. Within each state, the entries are organized by the following categories: battered women and rape victim services, career counseling services, displaced homemaker programs, planned parenthood clinics, skilled trades training centers, women's centers, women's commissions, and women's health centers. Complete address and telephone numbers are provided for each organization. The directory concludes with a discussion of sources of further information. (RM)

ED 227 058 SP 021 531

Denton, Jon J.
Employment and Academic Characteristics of Former Undergraduate Education Students.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Ability; *Academic Standards; Career Choice; Education Majors; Grade Point Average; Graduate Surveys; Higher Education; *Teacher Characteristics; Teacher Education; *Teacher Employment; *Teacher Selection; Teaching (Occupation)

Research studies on the academic ability of individuals recruited into teacher education have produced mixed findings; some studies have found that academically talented teachers tend to leave the classroom in greater numbers than less academically capable colleagues, while other findings have indicated that teaching attracts and retains those with low measured ability. A study sought to determine the employment patterns of former education students at Texas A & M University and to compare these employment patterns with their academic profiles. Research questions concerned: (1) academic ability of former education students who are teaching, measured in terms of their SAT scores and cumulative grade point ratios, compared to academic ability of former students who are not teaching; and (2) employment options former teacher education students exercise. Six hundred sixty-eight education and agriculture graduates comprised the study's population. Findings revealed that approximately 70 percent of the 668 individuals in this sample are thought to be teaching. Those employed as teachers earned higher grades as undergraduates and had slightly higher SAT scores than their counterparts who were not teaching. (JD)

ED 227 118 TM 830 046

Marton, Ference
Towards a Phenomenography of Learning. III: Experience and Conceptualisation. 1982:08
Goteborg Univ., Molndal (Sweden). Dept. of Education.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Style; Comprehension; Experiential Learning; Integrated Activities; Learning Activities; *Learning Motivation; *Learning Processes; Learning Theories
IDENTIFIERS- Extrinsic Motivation; *Intrinsic Motivation; *Phenomenography

This paper is the third of a series of three which attempt to integrate categories of description aimed at characterizing the experience of learning in terms of the logical relationships that exist between them. The description of the qualitatively different ways in which various aspects of reality are experienced and conceptualized, and the search for logical relations between the categories of description arrived at have been labelled phenomenography. Two different ways of experiencing a learning situation are described: deep approach and surface approach. In the former the learner is looking for relations between the parts of the text as well as between the text and that which its content can be linked to. He is experiencing himself as the active agent of learning; he is the one who does the learning. In the second way of experiencing learning, the surface approach, the learner is dealing with the parts in isolation and ascribes to himself a passive role in the learning process. The way of experiencing a learning situation is related to the learner's conception of learning. The conception of learning underlies both how learning is experienced (by the learner) and how it is described (by the researcher). (Author/PN)

ED 227 149 TM 830 160

Prater, Doris L.
What Counts as Effective University Teaching: The State of the Art.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *College Faculty; *Evaluation Methods; Higher Education; Merit Rating; Self Evaluation (Individuals); Student Evaluation of Teacher Performance; Summative Evaluation; *Teacher Effectiveness; *Teacher Evaluation; Teacher Promotion; Teacher Responsibility; Tenure

The appropriate questions in teacher evaluation in higher education are: who should evaluate, for what purposes, and using what means. Frequently, evaluation systems provide information for administrative decisions on promotion/tenure and merit. Increased reliance on student ratings of teachers has the disadvantage of distorting factors that may influence ratings, such as class size, lecture or discussion structure, and years teaching. When used as a measure of student satisfaction and supplemented with other sources, student ratings may be justified to judge some, but not all, aspects of teaching. Evaluating teacher effectiveness in terms of student achievement depends on whether the responsibility of learning rests with the pupil or the teacher. In addition to lack of agreement between faculty self-ratings and ratings by others, teachers tend to give themselves better ratings than their students do. Colleague evaluation by direct observation is best used formatively to improve teaching. Indirect review of syllabi, tests, and materials is generally useful with other evidence. The problems of defining effective teaching make evaluation particularly difficult. Evaluation will remain judgmental, but the best systems seem to use a variety of sources of evidence and explicate as clearly as possible how judgments will be made. (CM)

ED 227 180 UD 022 211

Kareev, Yaakov; And Others
An Evaluation of the Educational Impact of HIPPY (Home Instruction Program for Preschool Youngsters).
Hebrew Univ. of Jerusalem (Israel). School of Education.; National Council of Jewish Women, New York, N.Y. Research Inst. for Innovation in Education.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Cognitive Ability; *Compensatory Education; *Disadvantaged; *Early Childhood Education; Experimental Programs; *Family Involvement; Foreign Countries; Grade 1; Grade 2; Hebrew; *Home Programs; Mathematics Achievement; Reading Achievement
IDENTIFIERS- *Home Instruction Program Preschool Youngsters; *Israel (Jerusalem)

This report presents evaluation results of the Home Instruction Program for Preschool Youngsters (HIPPY), carried out in Jerusalem, Israel. This experimental program was designed to improve the cognitive skills of children (4-7 years old) whose mothers had little formal schooling, and provides instruction in Hebrew and mathematics by using a set of structured learning materials under the supervision of family members. Progression in school and achievement data of 412 program participants (206 sibling pairs) in six locations were compared with similar data for a control group on non-participants. The results (taken for grades 1 and 2) were analyzed both by sibling pair and for differences between siblings. It was found that participants (1) were more likely to progress in a normative fashion through school, and (2) had somewhat higher achievement test scores in Hebrew reading and mathematics than non-participants. (GC)

ED 226 934 RC 013 920

SCOPE (Standardized Curriculum-Oriented Pupil Evaluation) Mathematics. Teacher's Manual.
Northwest Territories Dept. of Education, Yellowknife. Programs and Evaluation Branch.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Answer Keys; Canada Natives; *Criterion Referenced Tests; Elementary Education; *Elementary School Mathematics; Foreign Countries; Quantitative Tests; Rural Education; *Scoring; Teaching Guides; *Testing; *Test Use
IDENTIFIERS- Northwest Territories; *Standardized Curriculum Oriented Pupil Evaluation

The SCOPE test battery has been developed by the Department of Education so that Northwest Territories teachers can have a tool to measure classroom learning. SCOPE is based on a criterion-referenced approach to testing, meaning the tests are designed to determine each pupil's mastery of the skills embodied in the objectives of the Northwest Territories school curricula in the areas of English Language and of mathematics from kindergarten to grade 6. The SCOPE Mathematics Achievement Test is contained in seven test books, one for each of the grades K-1, 2, 4, 5, 6, with two books for grade 3. The manual provides the teacher with information necessary for administering, scoring, and interpreting the mathematics test covering objectives for grades kindergarten through 6, along with detailed instructions for giving and scoring each grade of the test. It is important to note that instructions may be translated into a native language or simple re-phrased depending on the needs of the children. Appendices list skills tested at each grade level and provide the answer key for each grade. (ERB)

ED 226 965 SE 040 705

Schneider, Joel
Pedagogy and Approach of the Comprehensive School Mathematics Program.
CEMREL, Inc., St. Louis, Mo.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - General (140)
DESCRIPTIONS- Classification; Computation; *Course Descriptions; *Curriculum Development; Elementary Education; *Elementary School Mathematics; *Mathematics Instruction; Number Concepts; Teaching Methods
IDENTIFIERS- *Comprehensive School Mathematics Program; Relations (Mathematics)

This paper presents an overview of the Comprehensive School Mathematics Program (CSMP) elementary school mathematics curriculum. The philosophy behind the program, content goals, and teaching strategies are briefly discussed. Then ways in which the program develops facility in mathematics are described in discussions of the language of arrows, in which the study of relations is presented; the language of strings, with its focus on classification; and the language of the Papy minicomputer, in which computational ideas are developed. (MNS)

ED 227 011 SO 014 467

Bagnall, Carlene; And Others
New Woman, New World: The American Experience.
Michigan Univ., Ann Arbor. Womens Studies Program.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 77
GRANT- EH2-5643-76-[illegible]72
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- American Indians; Androgyny; Artists; Assertiveness; Blacks; *Family (Sociological Unit); *Females; Feminism; *Health; Higher Education; Immigrants; Interdisciplinary Approach; *Labor Force; *Social Change; *Socialization; Teaching Guides; United States History; Units of Study; Womens Athletics; Womens Studies

A college-level women's studies course on the experience of American women is presented in three units on the emerging American woman, woman and others, and the transcendent self. Unit 1 focuses on biological and psychological explanations of being female; the socialization process; Black, Native American, and immigrant women; schooling and its function as a gender-role modifier; and the effect of conflicting forces in one's life. Unit 2 discusses the patriarchal family; the family in American history; matriarchies, communes, and extended families; women alone and female friendships; women and work in America; and caring for women's bodies, souls, and minds. Topics in the final unit include the status of women, women as agents of social change, and women as artists. Athletics, centering, assertiveness training, and consciousness raising are also discussed. Materials from literature and the social sciences form the focus for each unit, which contains an introduction, study questions, and an annotated list of required and suggested reading. The appendix includes guidelines for oral history interviews and research papers. A general bibliography includes a guide to audiovisual materials. (KC)

ED 227 026 SO 014 539

Ellington, Lucien
Political Terrorism: A Mini-Course for High School Social Studies.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- High Schools; History; Minicourses; *Social Studies; *World Problems
IDENTIFIERS- *Terrorism

By participating in the 2-week mini-course, high school students will learn that (1) there is a difference between political terror and other criminal activity; (2) governments as well as nongovernmental groups engage in political terrorism; (3) politica terrorism has been present throughout history; (4) political terrorism is a world wide problem; (5) a personality profile of a typical member of a terrorist group exists; and (6) there is no be strategy for governments to use in dealing with terrorist groups. Teaching strategies include role playing, analysis of data, case study analyses, oral presentations, research, and classroom discussion. All materials and background information necessary to teach the basic course are included; however, to implement some of the follow-up activities, access to outside resources, such as novels, is necessary. (RM)

ED 227 073 SP 021 831

Terry, Gwenith L.; And Others
The Portfolio Process in Professional Development.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Beginning Teachers; Competency Based Teacher Education; Higher Education; *Portfolios (Background Materials); *Probationary Period; Teacher Certification; Teacher Education Curriculum; *Teacher Education Programs; Teacher Qualifications; *Teaching Experience

The "Portfolio Process in Professional Development" is a competency based teacher education program recently mandated by the Florida State Board of Education as the central element of the Florida Beginning Teacher Program. It involves a probationary year of supervised teaching for the beginning teacher before certification is granted. This model for professional development, which has evolved over 12 years at the University of West Florida, focuses on both pupil learning and beginning teacher performance. The Portfolio Process includes three stages within a given cycle: (1) The beginning teacher collects useful information for his portfolio from multiple sources, possibly from personal writings about his work, students' work with teacher comments, or audiovisual recordings of classroom events. All data included in the portfolio is placed there to represent the teacher's competency. (2) The beginning teacher has conferences with his support team about the data in the folder. (3) A plan of action of how best to achieve the desired competencies is agreed upon by the support team and teacher. The teacher repeats the cycles until the desired level of performance in each competency level is reached as judged by the support team. (JM)

ED 227 088 SP 021 958

Carlson, Judith B.
How Do You Measure a Rainbow? Assessment of the Affective.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Affective Measures; *Affective Objectives; Athletics; Curriculum Development; Elementary Education; *Humanistic Education; Interest Inventories; *Physical Education; Physical Education Teachers; Self Concept; *Self Evaluation (Individuals); *Student Attitudes; Student Centered Curriculum; Student Reaction

Physical education teachers should determine the affective responses of students to their physical education experiences, and should use the results of such determination to integrate learning activities in the cognitive, affective and motor domains. Assessment of the affective aspects of a physical education curriculum helps teachers to plan learning activities that are more relevant to students' needs and interests. Student motivation, self-esteem, and sensitivity to others are also improved as a result of affective education. Ways to assess students' affective responses include having students write creatively about physical activities or sports, having them paint or draw, or encouraging discussion with the teacher or other students. Self-concept scales may be used to assess and compare children's feelings about their physical education class activities. These scales also enhance student teacher interaction and are helpful in designing curriculum. (JD)

Hedges, Larry V.
Statistical Methodology in Meta-Analysis.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ERIC-TM-83
PUB DATE- Dec 82
CONTRACT- 400-78-000g
AVAILABLE FROM- ERIC/TM, Educational Testing Service, Princeton, NJ 08541 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Analysis of Variance; Correlation; Error of Measurement; *Mathematical Models; *Research Methodology; Research Problems; *Statistical Analysis; Statistical Studies
IDENTIFIERS- *Effect Size; Glass (G V); *Meta Analysis

Meta-analysis has become an important supplement to traditional methods of research reviewing, although many problems must be addressed by the reviewer who carries out a meta-analysis. These problems include identifying and obtaining appropriate studies, extracting estimates of effect size from the studies, coding or classifying studies, analyzing the data, and reporting the results of the data analysis. Earlier work by Glass, McGaw, and Smith describes methods for dealing with these problems: and has generated a great interest in the development of systematic statistical theory for meta-analysis. This monograph supplements the existing literature on meta-analysis by providing a unified treatment of rigorous statistical methods for meta-analysis. These methods provide a mechanism for responding to criticisms of meta-analysis, such as that meta-analysis may lead to oversimplified conclusions or be influenced by design flaws in the original research studies. Contents include: indices of effect size, statistical analysis of effect size data, assumptions and the statistical model, estimations of effect size, an analogue to the analysis of variance for effect sizes, the effects of measurement error on effect size, statistical analysis when correlations or proportions are the index of effect magnitude, and statistical analysis for correlations as effect magnitude. (Author/PN)

ED 227 164 TM 830 186

Yanagida, Evelyn H.; And Others
A District Screening Program for Identifying Speech-Language Problems.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Evaluation Methods; Handicap Identification; *Kindergarten Children; *Language Skills; Limited English Speaking; Preschool Education; *School Districts; *Screening Tests; Special Education; *Speech Skills; Speech Therapy; Therapists
IDENTIFIERS- *Bankson Language Screening Test; Hawaii Foundation Program

The methodology and results of a kindergarten screening program which was designed to identify speech and language problems and provide intervention strategies through special and/or regular education programming are described. Eighteen speech therapists completed the Bankson Language Screening Test (BLST) for all kindergarten children in one school district (N-2,110). Results showed that, when the 20th percentile criterion was used, 40 percent of all kindergarteners failed the BLST. In order to minimize erroneous classifications, children with limited English proficiency were re-directed to their respective language arts programs. The speech therapists consulted with the classroom teacher on the remaining children to determine the necessity of initiating a formal request for speech-language evaluation services. A multi-disciplinary assessment could also be conducted if it was suspected that the child's difficulties encompassed more than speech-language functioning. Additional assistance for children falling in the borderline range was provided by the language arts resource teachers. Results are discussed in terms of the interrelationships among educational objectives, performance criteria, task centered assessment, and instructional strategies. (Author/PN)

ED 226 982 SE 040 723

Schwab, Judith L., Ed.
Social Sciences in Forestry. A Current Selected Bibliography, No. 6
Special Appendix: Theses and Dissertations in Progress.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Resources.
SPONS. AGENCY- Forest Service (DOA), Washington, D.C.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Work - Serials (022)
DESCRIPTIONS- Business; Conservation (Environment); Economics; *Forestry; *Lumber Industry; *Natural Resources; *Publications; Resource Materials; *Social Science Research; *Social Sciences

Provided in this document is a bibliography of selected materials addressing the interface between forestry and the social sciences. Materials are primarily from United States and foreign professional journals and publication lists of United States Forest Service extension stations. A subject-matter classification scheme, in outline format, is provided at the beginning of the document. Entries (numbered 2967-3354) are listed alphabetically by author according to the topics indicated in this scheme. Major topic areas include social science applied to: (1) forestry at large; (2) forestry's productive agents; (3) forest production. (4) manufacturing; and (5) marketing, trade, and demand for forest output. Each entry includes citation number, author(s), title, source, year, number of pages, and a code related to specific sections in the subject-matter classification scheme. In addition, if the publication is not in English, the language used is indicated. Brief annotations are provided for most entries. An author index with reference to citations in this issue is included. Also included in an appendix is a list of theses/dissertations in progress in the United States and Canada. These citations include student's name, topic, institution where the degree is being completed, the degree, and anticipated date of completion. (JN)

ED 227 043 SO 014 575

Peterson, Deena, Ed.
A Practical Guide to the Women's Movement.
Women's Action Alliance, Inc., New York, N.Y.
PUB DATE- 75
AVAILABLE FROM- The Alliance, Women's Action Alliance, Inc., 370 Lexington Avenue, New York, NY 10017 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Abortions; Athletics; Blacks; Contraception; Day Care Centers; Employed Women; Employment; *Females; *Feminism; Films; Fine Arts; Health Services; Legal Aid; Mass Media; *National Organizations; Peace; Politics; Psychology; Rape; Religion; Resourc Materials; Services; Womens Education; Womens Studies

An essay, a directory, a reading list, and consciousness-raising guidelines are intended to provide a vehicle for personal change and resources for organizational development. The guide begins with an essay on the women's movement today. A directory, which comprises the first major section of the guide, describes organizations which provide resources or services to women on a national level. General organizations and groups that deal with over 30 different women's issues, such as abortion, childcare, religion, rape, the media, and sports, are listed. The annotated reading list, which comprises the second major section of the guide, cites books and journal articles on a variety of topics. The categories of the directory and the reading list coincide as nearly as possible to facilitate research. The guide concludes with consciousness-raising guidelines for black women and for young women. An index is provided. (RM)

ED 227 103 SP 022 217

Prokop, Harvey L.
Intelligence, Motivation, and the Quantity and Quality of Academic Work and Their Impacts on the Learning of Students: A Practitioner's Reaction.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; Change Strategies; *Educational Change; *Educational Improvement; Educational Practices; Educational Principles; *Educational Strategies; Elementary Secondary Education; Evaluation Criteria; Feasibility Studies; *Intelligence; Learning Processes; *Student Motivation
IDENTIFIERS- National Commission on Excellence in Education

This paper analyzes the feasibility and likelihood of the implementations of recommendations in three papers: "Understanding Intelligence: What's in It for Educators?" (Robert J. Sternberg and Richard K. Wagner); "Motivating Students to Learn: A Lifelong Perspective" (Deborah J. Stipek); and "Academic Work" (Walter Doyle). Provided are summaries of all three papers and outlines of the major points which are either direct or indirect recommendations. Conclusions of the analysis include: (1) All three presentations do an "outstanding" job of summarizing the appropriate research and pointing educators in directions which the research seems to indicate; and (2) Many of the recommendations are characterized by less than precise directions of either what is to be done, or how such recommendations are to be implemented. (JM)

ED 227 195 UD 022 688

Title I Institutionalized Facilities Program. O.E.E. Evaluation Report, 1981-82.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Basic Skills; Career Education; Delinquency; Diagnostic Teaching; Elementary Secondary Education; Emotional Disturbances; Institutionalized Persons; Mathematics Achievement; Mental Retardation; *Program Effectiveness; Program Evaluation; Reading Achievement; Remedial Instruction; *Residential Institutions; *Residential Programs; *Special Education; *Vocational Education
IDENTIFIERS- Elementary Secondary Education Act Title I; *New York (New York)

This report documents the 1981-82 evaluation of the Elementary and Secondary Education Act, Title I, Part B, Institutional Facilities Program carried out through the Division of Special Education of the New York City public schools. Using a diagnostic-prescriptive methodology, the program provided after-school and pull-out individualized remedial instruction in vocational and occupational education to approximately 3,000 children and adolescents residing in 172 facilities for the neglected or delinquent. Some students also received reading and math instruction. Evaluation focused on physical setting, materials, supplies, program goals, instructional activities, student records, planning, assessment, staff background, orientation, supervision, as well as problems in implementation and administrative concerns. Also evaluated were pupil achievement objectives in reading and mathematics. Measures of the relationship between mastery of new skills and amount of instruction indicated that the program met or exceeded its proposed goals in all pupil achievement areas. It is recommended, however, that the program (1) focus on elements other than vocational skills for some retarded and the very young children; (2) establish instructional policy for transient pupils; (3) modify testing requirements; and (4) provide more inservice training. (Author/WAM)

ED 226 950 SE 040 349

Armstrong, Richard; And Others
Scope and Sequence for Kindergarten and First Grade. Comprehensive School Mathematics Program.
CEMREL, Inc., St. Louis, Mo.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Cognitive Objectives; Curriculum Guides; Elementary Education; *Elementary School Mathematics; *Grade 1; *Kindergarten; Mathematics Curriculum; Mathematics Instruction; Primary Education; *Program Descriptions; *Spiral Curriculum
IDENTIFIERS- *Comprehensive School Mathematics Program

The Comprehensive School Mathematics Program (CSMP) curriculum is structured in spiral form so that students will have continuing exposure to each content area throughout the program. This approach makes the presentation radically different from scope and sequence approaches commonly provided in commercial textbooks. The document is divided into four main parts: (1) The World of Numbers; (2) Probability, Statistics, and Graphing Data; (3) Problem Solving and Logical Thinking; and (4) Geometry. From the variety of activities that can occur during a year, activities viewed to exemplify a particular topic or sub-topic were identified. The material attempts to identify entries by main content area, topic, and sub-topic. (MP)

ED 226 997 SE 040 904

Smoker, William W., Ed.
Fisheries Education in Alaska. Conference Report. Alaska Sea Grant Report 82-4.
Alaska Univ., Juneau. Southeastern Region.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau.; National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTIONS- *Educational Needs; Elementary Secondary Education; Environmental Education; *Fisheries; *Food Processing Occupations; Foreign Countries; Government Role; Higher Education; *Industry; Marine Biology; Navigation; Ocean Engineering; *Program Descriptions; Program Development; Vocational Education
IDENTIFIERS- *Alaska; *Fisheries Education; Marine Education

This conference was an attempt to have the fishing industry join the state of Alaska in building fisheries education programs. Topics addressed in papers presented at the conference include: (1) fisheries as a part of life in Alaska, addressing participation of Alaska natives in commercial fisheries and national efforts; (2) the international perspective, discussing fisheries education system in Japan, Newfoundland fisheries, fisheries education in Denmark, and fisheries research and training programs of the Whitefish Authority (Hull, England); (3) technology of the fishing industry, including community college, university, and college programs; (4) fish as food, considering the educational needs of the seafood processing industry/workers and educational needs in food science and technology; (5) marine resource management, discussing aquaculture systems, constraints and outlook for fisheries and aquaculture, and education for marine resource management; and (6) the business of fishing, focusing on education for the business of fishing, educating fishermen and others to appreciate the importance of fishing as a business, and government involvement in United States fisheries development. Summaries of workshops considering fisheries and marine education needs in Alaskan elementary and secondary schools, planning for vocational/technical education, and university level programs (providing a survey of educational needs of fisheries/ecologists) are included. (JN)

ED 227 027 SO 014 541

Kracht, James B.
"Worth Ten Men on a Rope": A Lesson Plan on Sea Chanties.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo
Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Geography Instruction; *Interdisciplinary Approach; Intermediate Grades; Lesson Plans; Music Activities; *Music Education; *Social Studies; Units of Study
IDENTIFIERS- *Chanties

In this lesson, middle school students explore a musical expression, the sea chantey, which provided a rhythm necessary to help 19th century sailors work together. Objectives are to help students understand the purpose of sea chanties, realize how different types of chanties were especially suited to different types of jobs, and identify the chantey rhythm. Two 30-minute periods are required to teach the lesson. On day 1, students read and discuss a letter from the "Old Mariner" describing his experiences at sea and study a map of the route of his ship, the Se
Serpent. They also study sketches of the Sea Serpent's rigging and of sailors performing a variety of tasks. On day 2, students learn four different chanties and role play the actions that accompany them. The letter, map, sketches, and lyrics for the chanties are provided in the lesson. Also included are a history of the sea chantey, teacher instructions, and a listing of student and teacher resource materials. (RM)

Martin, Ralph E., Jr.; Wood, George H.
Two Perspectives of Early Field Experiences: Inservice and Preservice Teachers.
PUB DATE- 1 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Techniques; *Cooperating Teachers; *Field Experience Programs; Higher Education; Preservice Teacher Education; Secondary School Teachers; *Student Attitudes; Student Teacher Supervisors; Student Teaching; *Teacher Attitudes; Teacher Education Programs
IDENTIFIERS- Ohio University

A study was made at Ohio University (Athens) to evaluate the perspectives of cooperating teachers and field experience students on: (1) problems cooperating teachers had in assisting field experience students; (2) help cooperating teachers received from field experience students; and (3) field experience students' perceived usefulness of the experience. A sample of 26 secondary school cooperating teachers agreed or disagreed with previous research findings which indicated that cooperating teachers believed the most pressing problems were concerned with knowing university expectations, field experience students' attendance, and field experience students' lack of teaching skills. The Ohio University sample indicated the most pressing problems as being the cooperating teachers' lack of time to spend with field experience students, lack of audiovisual and teaching skills, and field experience students' low interest in getting to know other school personnel. Field experience students ranked as the greatest problems their inability to operate audiovisual equipment, and the university's lack of knowledge of what they had done or ought to do. Cooperating teachers indicated that field experience students were of assistance in paperwork, released cooperating teachers for small group and individualized work, provided some increased student motivation, and had a positive influence on the class. Potential problem areas were identified as field experience students' passive attitudes, difficulty in placing some field experience students, and limited university involvement. Field experience students' evaluation of the experience indicated a high level of perceived attainment of the attitudes, skills, and understanding desired by the cooperating teachers. (JD)

ED 227 119 TM 830 050

Stevens-Dominquez, Meave, Ed.; Stremel-Campbell, Kathleen, Ed.
Ongoing Data Collection for Measuring Child Progress.
Western States Technical Assistance Resource, Monmouth, Oreg.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 82
CONTRACT- 300-80-0753
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Child Development; Data Analysis; *Data Collection; *Decision Making; *Disabilities; Early Childhood Education; Inservice Education; Instructional Improvement; *Program Effectiveness; Recordkeeping; *Research Methodology

Practical information is supplied that can be directly applied to early childhood projects and used for staff inservice in data collection procedures. This information assists in documenting the overall effectiveness of an approach and aids in making the frequent educational decisions to ensure the child is benefiting from instruction. Separate chapters discuss: (1) starting up with data-based programs (by Eugene Edgar); (2) a simplified method of data collection for inappropriate behaviors (by H.D. "Bud" Fredericks); (3) collecting data on social skills (by Karen J. Morris); (4) assessment and modification of cognitive processes of handicapped children (by William A. Bricker and others; (5) measuring motor behavior (by Philippa H. Campbell and others); (6) developing language through communicative interaction (by Linda L. Lynch and Johanna L. Lewis); (7) measuring self-help skills (by William G. Moore); and (8) data-based program change decisions (by Owen R. White and Norris G. Haring). (PN)

ED 227 150 TM 830 161

Bliss, Leonard B.

Validation of the Use of the Stanford Achievement Test with U.S.V.I. Students. Virgin Islands of the United States Public School Basic Skills Assessment Survey, Technical Report No. 1.

College of the Virgin Islands, St. Thomas. Caribbean Research Inst.

PUB DATE- Jan 82

AVAILABLE FROM- Caribbean Research Institute, College of the Virgin Islands, St. Thomas, USVI 00802 ($2.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTIONS- *Achievement Tests; *Basic Skills; Data Analysis; Educational Assessment; Elementary Secondary Education; Language Skills; Mathematics Achievement; Reading Achievement; Sampling; *Standardized Tests; *State Programs; *Test Reliability; *Test Validity

IDENTIFIERS- *Stanford Achievement Tests; Virgin Islands

A sample of slightly over 1500 students was drawn from even-numbered grades in public schools of the U.S. Virgin Islands, and was given the 1973 edition of the Stanford Achievement Test (in grades 2,4,6, & 8) and the Test of Academic Skills (grades 10 and 12) to assess student academic achievement in the basic skill areas of mathematics, reading, and English language. This report describes phase I of the data analysis, which involved the determination of levels of content validity and reliability of the scores obtained from these Virgin Islands students on these tests which were originally standardized on continental United States populations. The results indicate that the tests are content valid for use in Virgin Islands public schools at these grade levels and that the scores obtained are at least as reliable as those obtained using continental U.S. students during the test standardization procedures. (Author/PN)

ED 227 181 UD 022 603

Inbar, Michael
Images or Aberrations? Human Judgment and Insight as Reflected In Current Regression Analyses.
SPONS. AGENCY- National Council of Jewish Women, New York, N.Y. Research Inst. for Innovation in Education.
PUB DATE- Apr 82
AVAILABLE FROM- Michael Inbar, Department of Sociology, Hebrew University, Mount Scopus, Jerusalem 91905, Israel (write for price).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Evaluative Thinking; Higher Education; *Judgment Analysis Technique; Multiple Regression Analysis; Performance Factors; Policy Formation; Predictor Variables; *Statistical Bias; Student Characteristics; *Validity
IDENTIFIERS- *Beta Weights; *R2 Values

In contrast to linear models of human judgment developed for predictive purposes which are characteristically insensitive to the exact values of the weights utilized in them, the Linear Multiple Regression Models used for policy capturing are assumed to reflect significant aspects of the subjects' judgmental policies. This latter kind of modelling is therefore justified only to the extent that its underlying assumption is found to be true. Its validity depends, however, on both that of the models' beta weights, and of R2 as a twin measure of the subjects' cognitive control/consistency and of one's success in capturing the judges' policy. Although the problematic nature of beta weights is well known, the present study shows that R2 is no less a problematic measure. It is shown that the way in which self-insight is typically elicited may induce a demand-response effect; furthermore, traditional data analysis and comparison methods appear to be inconsistent. In the study, eight subjects were presented with 72 profiles of perspective undergraduate students and were asked to judge future academic performance, based on information regarding each student's sex, age, ethnic oigin, and socioeconomic and educational background. The results indicate that current policy capturing research and findings cannot be accepted at face value. (Author/GC)

ED 226 935 RC 013 921

SCOPE (Standardized Curriculum-Oriented Pupil Evaluation) Mathematics. Test Book Kindergarten--Grade One.

Northwest Territories Dept. of Education, Yellowknife. Programs and Evaluation Branch.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Addition; *Computation; Criterion Referenced Tests; *Elementary School Mathematics; Geometric Constructions; *Grade 1; *Kindergarten; Primary Education; Quantitative Tests; Ratios (Mathematics); Subtraction; Test Items
IDENTIFIERS- Money; *Standardized Curriculum Oriented Pupil Evaluation

Following instructions provided in the teacher's manual, the SCOPE Mathematics Achievement Test booklet for grades K-1 presents 11 mathematical concepts. Testing items include: building appropriate sets; matching equivalent sets; reproducing a given pattern; selecting and/or making an object that is bigger than or smaller than a given object; counting the number of objects in a set of 10; using ordinals to fifth; forming the numerals; finding the number before or after a given number from 0 to 10; finding a number between two given numbers from 0 to 10; stating basic facts involving sums and minuends to 9; identifying and naming coins; estimating and measuring using non-standard and standard units; recognizing and naming triangle, rectangle, square, and circle; and telling time to the hour. (ERB)

ED 226 966 SE 040 706

Ostergaard, Eileen
Readability Study. CSMP.
CEMREL, Inc., St. Louis, Mo.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Research; Elementary Education; *Elementary School Mathematics; *Mathematical Vocabulary; *Mathematics Instruction; *Readability
IDENTIFIERS- *Comprehensive School Mathematics Program; *Mathematics Education Research

This report is based on the analysis of 39 items from the Comprehensive School Mathematics Program (CSMP) storybooks and story-workbooks. In most cases, three samples were taken from each item; a total of 105 samples equaling 1,050 words were analyzed. Two instruments were applied to each sample: (1) FRY, designed to measure sentence length and number of syllables per word, and (2) SPACHE, designed to measure common and uncommon words. In reviewing all data collected, three conclusions were drawn: (1) 14 stories (36%) were above grade level on the SPACHE, but all items were within two grade levels of the target population, an acceptable range; (2) 19 stories (49%) were below grade level on the SPACHE, again within the 2-year range; and (3) the most common area of difficulty is the use of high-level descriptive terms such as suspiciously, fiercely, imaginative, etc. An item analysis and four graphs are included in the report. (MNS)

ED 227 074 SP 021 843

Rancourt, Richard; Dionne, Jean-Paul
A Study of the Teaching and Learning Styles in Ontario Schools=Une Etude des Styles d'Enseignement et d'Apprentissage dans les Ecoles de l'Ontario.
Ottawa Univ. (Ontario).
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- 81
AVAILABLE FROM- Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($8.50).
LANGUAGE- English; French
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Abstract Reasoning; Cognitive Processes; *Cognitive Style; Concept Formation; Divergent Thinking; Educational Philosophy; Elementary Secondary Education; *Epistemology; Foreign Countries; Individual Differences; Knowledge Level; *Learning Processes; Logical Thinking; Specialization; Student Teacher Relationship; Teacher Attitudes; *Teaching Methods; *Teaching Styles
IDENTIFIERS- Canada; *Psychoepistemology

Psycho-epistemology provides a framework for this study on interrelationships among teachers, subject matter, and learners. Chapter 1 presents the polemics that lead to the problem, including sections on educational divergence, the noncumulative nature of knowledge in education, the divergence of opinion regarding the "best" teaching and learning strategies, and the necessity for teachers to have a philosophy of education. Chapter 2 justifies and explains the selection of Royce's "Multi-Factor Theory of Individuality", and his "Psycho-Epistemological Styles" model, as a possible explanation of divergent views in education. In chapter 3, a theoretical and conceptual classification of teaching models, along with subject matter categories, is described in terms of Royce's psycho-epistemological styles. The isolation of the problem and subsequent statement of hypotheses relevant to the problem are discussed in the last two sections of the chapter. Chapter 4 is an exposition of the methodology and the design; a description of the four instruments, the sample, and the procedure employed to connect the data are provided. The results of the empirical investigation are presented and discussed in chapter 5. The study closes with presentation of implications and conclusions. (JD)

ED 227 089 SP 021 962

Askins, Billy E.
Teacher Self-Assessment Data: Bases for Designing a Personal Long-Range Professional Development Program.
Texas Tech Univ., Lubbock. Coll. of Education.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cognitive Style; Elementary Secondary Education; Interpersonal Competence; Measures (Individuals); *Personality Traits; Professional Development; Psychological Patterns; *Self Actualization; Self Concept; *Self Evaluation (Individuals); Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; *Teachers; Teaching Styles; Values

A program of self-evaluation was developed for teachers to use in creating a personal profile which could become the basis for designing a long-range professional development program. Seven areas for self-assessment were philosophical belief system, personality traits, interpersonal awareness traits, self-concept, learning style, teaching style, and psychological construct. Instruments used to collect personal data in these areas are listed and described: (1) Scale of Cognitive Structures--a questionnaire designed to identify an individual's philosphical orientation; (2) Myers-Briggs Type Indicator--designed to identify an individual as 1 of 16 personality types; (3) Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B)--a measure of a person's characteristic behavior toward other people; (4) Tennessee Self-Concept Scale--provides a profile which shows comparative data concerning the identity of the physical self, moral self, personal self, and family self; (5) Productivity Environmental Preference Survey, and the Learning Style Inventory--designed to diagnose learning style; (6) Teaching Style Inventory--identifies teaching styles; and (7) Tuckman Teacher Feedback Form--provides an analysis of teaching behavior. Information is provided on how to obtain these instruments. (JD)

ED 227 165 TM 830 187

Koffler, Stephen L.
A Longitudinal Analysis of Curricular Validity for a Minimum Competency Testing Program.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Basic Skills; Court Litigation; *Curriculum; Elementary Secondary Education; Longitudinal Studies; *Mathematics Instruction; *Minimum Competency Testing; Psychometrics; *Reading Instruction; Testing Problems; Testing Programs; *Test Validity
IDENTIFIERS- Content Validity; *Curricular Validity; Debra P v Turlington; Modified Caution Index; *New Jersey Minimum Basic Skills Program

This study examined the curricular validity of the New Jersey Basic Skills test, a minimum competency test administered to all public school students in grades 3, 6, 9, and 11 to measure basic skills in reading and mathematics. Based on examinations of a Modified Caution Index, there were differences in the usual response patterns for both reading and mathematics. This result suggests that within districts there may be differences in the content coverage and emphasis placed on some of the subsets of items contained on a minimum competency test. Because differences were noted across districts and curricular programs, there is the suggestion that there may be problems with using one test. Other, more detailed non-test-based analyses should be conducted to further examine the curricular validity and also the instructional validity of this test. The present analyses provide an initial insight into possible differences between test and curricular matches. (Author/PN)

ED 226 951 SE 040 350

Armstrong, Richard; And Others
Scope and Sequence for Upper Primary Grades. Comprehensive School Mathematics Program.
CEMREL, Inc., St. Louis, Mo.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Cognitive Objectives; Curriculum Guides; Elementary Education; *Elementary School Mathematics; Grade 2; Grade 3; *Mathematics Curriculum; *Mathematics Instruction; Primary Education; *Program Descriptions; *Spiral Curriculum
IDENTIFIERS- *Comprehensive School Mathematics Program

The Comprehensive School Mathematics Program (CSMP) curriculum is structured in spiral form so that students will have continuing exposure to each content area throughout the program. This approach makes the presentation radically different from scope and sequence approaches commonly provided in commercial textbooks. The document is divided into four main parts: (1) The World of Numbers; (2) Probability, Statistics, and Graphing Data; (3) Problem Solving and Logical Thinking; and (4) Geometry. From the variety of activities that can occur during a year, activities viewed to exemplify a particular topic or sub-topic were identified. The material attempts to identify entries by main content area, topic, and sub-topic. (MP)

ED 227 012 SO 014 479

Deane, Robert T.; And Others
Model Study for an Economic Data Program on the Conditions of Arts and Cultural Institutions. Final Report.
Applied Management Sciences, Inc., Silver Spring, Md.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 30 Jun 77
CONTRACT- NEA-C-169
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Arts Centers; *Cultural Centers; *Dance; Databases; Economic Research; Expenditures; Financial Support; Grants; Long Range Planning; Models; *Music; *Predictive Measurement; Research Design; Research Reports; Statistical Data; Tables (Data); *Theater Arts; Trend Analysis; *Visual Arts
IDENTIFIERS- *Econometrics

The development of econometric models and a data base to predict the responsiveness of arts institutions to changes in the economy is reported. The study focused on models for museums, theaters (profit and non-profit), symphony, ballet, opera, and dance. The report details four objectives of the project: to identify useful databases and studies on the economics of the visual and performing arts, construct a series of econometric models characteristic of the arts industry, acquire data and create analytical files, and estimate and analyze the models. Models for each of the arts forms are presented in detail as well as a model for all the art forms combined. Data were obtained from the Ford Foundation, Theatre Communications Group, Center for Policy Research, other foundation reports, books, and periodicals. Variables included demand; cost; price; federal, regional, and foundation grants; private contributions; capacity extension factor; fund raising expenditures; and subscription sales. The estimation process, in which the acquired data were applied to the conceptual models, indicates that preliminary efforts at model estimation accurately describe a large part of the behavior of various organizations. Over 100 graphs and tables are contained in the document. (KC)

ED 227 044 SO 014 576

Williamson, Jane, Ed.; And Others
Women's Action Almanac: A Complete Resource Guide.
Women's Action Alliance, Inc., New York, N.Y.
REPORT NO.- ISBN-0-688-03525-6 (hard back); ISBN-0-688-08525-3 (paperback)
PUB DATE- 80
AVAILABLE FROM- The Alliance, Women's Action Alliance, Inc., 370 Lexington Avenue, New York, NY 10017 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Abortions; Affirmative Action; Athletes; Battered Women; Business; Contraception; Displaced Homemakers; Divorce; Employed Women; Employment; Family Health; *Females; *Feminism; Fin Arts; Insurance; Laws; Mass Media; *National Organizations; Politics; Pregnancy; Rape; Religion; Resource Materials; Sex Discrimination; Vocational Education; Womens Education; Womens Studies
IDENTIFIERS- Equal Rights Amendment

Designed to provide answers to questions on women's issues and programs, the guide is arranged into two parts. Part 1, which comprises about three-fourths of the guide, contains background information and answers to often asked questions on 84 issues, such as abortion, affirmative action, battered women, divorce, incest, and insurance. Each entry includes historical background, current status, and statistics. Also included for each social issue is a list of pertinent national women's organizations (and in some cases local groups) and a selection of print resources. Part 2 is a directory of national women's organizations and women's caucuses or divisions of national organizations. Addresses and telephone numbers are provided and goals and programs are described. (RM)

ED 227 104 SP 022 218

Resnick, Lauren B.; Resnick, Daniel P.
Standards, Curriculum, and Performance: A Historical and Comparative Perspective. Revised.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 28 Sep 82
CONTRACT- NIE-P-82-0043
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Academic Standards; Access to Education; Core Curriculum; *Curriculum Development; Educational Objectives; *Educational Quality; *Educational Testing; Education Work Relationship; Foreign Countries; Minimum Competencies; Secondary Education; State Standards; *Track System (Education); Vocational Education
IDENTIFIERS- National Commission on Excellence in Education

The first section of this paper on educational standards considers the nature of the school curriculum as the shaper and delimiter of what is demanded of students. Debates over the desirability of a common or core curriculum for secondary schools as opposed to different programs are discussed. Demands for traditional academic disciplines and for vocational education and the way in which the changing needs of the labor market shape the school curriculum are examined. In the second section, tests and examinations as instruments of standard-setting are discussed. A distinction is made between those tests which monitor achievement but do not motivate or guide study, and those for which schools prepare students and which influence both the content and achievement levels of each course. The nearly complete absence of European-style examinations in American schools is documented and its implications for educational standards considered. Comparison is made between the American approach to student assessment and that of France and England. Suggestions are made in the final section on ways of improving standards in the American schools. (JD)

ED 227 134 TM 830 126

Shepard, Lorrie A.
Assessment of Learning Disabilities.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ERIC-TM-84
PUB DATE- Dec 82
CONTRACT- 400-78-0003
AVAILABLE FROM- ERIC/TM, Educational Testing Service, Princeton, NJ 08541 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Educational Diagnosis; Elementary Secondary Education; *Learning Disabilities; *Learning Problems; *Mainstreaming; Political Issues; *Psychoeducational Methods; Social Problems; Student Evaluation; Student Needs; Student Placement; Test Use

The assessment and diagnosis of learning disabilities (LD) in the school is problematic. How do educators determine who is learning disabled? What practices are recommended? The main focus of the paper is on specific, relatively technical points that influence the validity of assessment. Since technical concerns are only one of the factors influencing the validity of placements, this paper is organized into two sections: the context of LD identification and technical issues in LD assessment. Specific propositions regarding the context of LD identification are advanced with supporting evidence: overidentification in the LD category; ambiguity in the definition of LD and local idiosyncratic criteria; students' needs for special help; parental demand and pressure from regular education; teaching and system failures; and the consequences of overidentification. Technical topics related to steps in the assessment process are referral bias; normal variability and clinicians' vertigo; technical adequacy of tests; specialists' knowledge of test adequacy and measurement concepts; significant ability-achievement discrepancy; interpreting subtest scatter; using age norms to evaluate processing deficits; behavorial indicators, informal assessments, and clinical hypothesis testing; and exclusion and bias. Recommendations made include contextual changes that are likely to help clinicians be willing to make more rigorous diagnoses and improved training and retraining of specialists. (PN)

ED 227 196 UD 022 689

Money Income and Poverty Status of Families and Persons in the United States: 1981. (Advance Data from the March 1982 Current Population Survey). Current Population Reports, Consumer Income Series P-60, No. 134.

Bureau of the Census (DOC), Suitland, Md. Population Div.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)

DESCRIPTIONS- Age; Blacks; *Economic Status; Family Characteristics; *Family Income; Hispanic Americans; *Income; Individual Characteristics; *Poverty; Racial Differences; Sex Differences; Whites

IDENTIFIERS- *Current Population Survey

This report presents 20 tables of data on money income and poverty status of individuals and families in the United States in 1981, as derived from the 1982 Current Population Survey of the Bureau of the Census. The income and poverty data are shown in relation to different variables, including race/ethnicity, type of residence, geographical location, type of family, family size, occupation, full time or part time employment, work experience, household structure, and comparative incomes in 1960, 1965, and 1970 to 1981. Discussing highlights of the survey findings, the report indicates that between 1980 and 1981, (1) there was a decline in real income for families; (2) the number of persons below the poverty level increased by 7.4 percent; (3) the median income of women did not change significantly, but that of men decreased; and (4) increase in poverty was partly due to the recession and higher unemployment rates. Appendices provide definitions of terms, describe data sources, and discuss the reliability of the estimates made. (MJL)

ED 226 967 SE 040 707

CSMP in Action. Comprehensive School Mathematics Program.
CEMREL, Inc., St. Louis, Mo.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - General (140)
DESCRIPTIONS- Calculators; *Computation; Curriculum Development; Elementary Education; *Elementary School Mathematics; Inservice Teacher Education; Lesson Plans; *Mathematics Instruction; *Number Concepts; Reference Materials; *Teacher Education; Teaching Methods; Workshops
IDENTIFIERS- *Comprehensive School Mathematics Program

This booklet is designed to provide information on the Comprehensive School Mathematics Program (CSMP) elementary school mathematics curriculum. It attempts to capture the excitement of a workshop experience as well as convey a wealth of substantive information. Paralleling the format of a typical workshop, it presents in a descriptive format a demonstration and a group lesson and discussion for each topic, with a set of questions and answers included for the first topic. The five topics are: the language of the Papy minicomputer, the language of arrows, the language of strings, detective stories, and the hand calculator. The booklet concludes with a section on implementation issues, concerned with questions often asked by schools concerning the adoption of the CSMP program. (MNS)

ED 226 983 SE 040 724

Schwab, Judith L., Ed.
Social Sciences in Forestry. A Current Selected Bibliography, No. 59 Cumulative Author Index.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Resources.
SPONS. AGENCY- Forest Service (DOA), Washington, D.C.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTIONS- Business; Conservation (Environment); Economics; *Forestry; *Lumber Industry; *Natural Resources; *Publications; Resource Materials; *Social Science Research; *Social Sciences

Provided in this document is a bibliography of selected materials addressing the interface between forestry and the social sciences. Materials include articles appearing in United States and foreign professional journals, bibliographies, conference proceedings, completed theses/dissertations, and other types of publications. A subject-matter classification scheme, in outline format, is provided at the beginning of the document. Entries (numbered 2584-2966) are listed alphabetically by author according to the topics indicated in this scheme. Major topic areas include social science applied to: (1) forestry at large; (2) forestry's productive agents; (3) forest production; (4) manufacturing; and (5) marketing, trade, and demand for forest output. Each entry includes citation number, author(s), title, source, year, number of pages, and a code related to specific sections in the subject-matter classification scheme. In addition, if the publication is not in English, the language used is indicated. Brief annotations are provided for most entries. A cumulative author index for 1982 is included, with reference to citation number. Citations 1753-2169 appear in issue 57 (February 1982), 2170-2583 appear in issue 58 (June 1982), and 1584-2966 appear in issue 59 (October 1982). (JN)

ED 227 028 SO 014 542

Fraas, John W.
The Use of Seven Simulation Activities in a College Economics Survey Course.
PUB DATE- 15 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *Cognitive Style; Cognitive Tests; Computer Assisted Instruction; *Economics Education; *Educational Games; Educational Research; Higher Education; Introductory Courses; *Lecture Method; Role Playing; *Simulation; Teaching Methods

The simulation-gaming approach to college introductory economics courses benefits students who possess a certain combination of cognitive learning styles. The Cognitive Style Questionnaire, administered to 120 freshmen, identified those students who obtain meaning from spoken words, numerals, or mathematical symbols; have the ability to place themselves in another's position; and are influenced by peers as those who would benefit from the simulation-gaming method. Students who obtain meaning from written words, numerals, or mathematical symbols, direct their own behavior, and make their own decisions were identified as learning best from the lecture-discussion approach. Students were then randomly assigned to courses using one of the two approaches. The experimental class integrated simulation with the lecture method; the control class used the lecture method exclusively. Experimental classes used role playing, team membership, and a computer simulation to demonstrate microeconomic and macroeconomic concepts. Students responsive to simulation techniques in the experimental classes received higher grades than their counterparts in the control classes; conversely, students responsive to lecture-discussion methods recorded higher grades in the control classes than their counterparts in the experimental classes. (KC)

ED 227 120 TM 830 067

Wilkins, Elizabeth M.; And Others

American College Testing Program Scores as an Index of Intelligence.

PUB DATE- Mar 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Ability; College Entrance Examinations; *Correlation; Higher Education; Intelligence Tests; Measurement Techniques; *Scores; Standardized Tests; Statistical Significance
IDENTIFIERS- *American College Testing Program; *California Test of Mental Maturity; Kendalls Tau; Pearson Product Moment Correlation; Unidimensional Scaling

The relationship between American College Testing Program (ACT) and California Test of Mental Maturity (CTMM) scores were explored. Four hundred and thirty-four undergraduate subjects of both sexes were selected from a midwestern university. Pearson product moment correlation (r) and Kendall rank correlation coefficient (tau) were used to measure correlations between each standard ACT score and each CTMM score. Factor analyses were performed on several combinations of test scores and subscores. The correlation data suggest that, although the two tests do not approach perfect correlation, they do load significantly on only one factor. Therefore, this study suggests that both the ACT tests and the CTMM are unidimensional scales measuring a common quality which could plausibly be labelled mental ability. (Author/PN)

ED 227 151 TM 830 162

Schmidt, William H.; And Others

Validity as a Variable: Can the Same Certification Test Be Valid for All Students?

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-OP-53
PUB DATE- Jul 82
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Achievement Tests; *Competency Based Education; Elementary School Mathematics; Elementary Secondary Education; Evaluation Criteria; Graduation Requirements; Measurement Techniques; *Minimum Competency Testing; Models; *Student Certification; Student Evaluation; *Test Validity
IDENTIFIERS- Florida Functional Literacy Test

Content, instructional, and curricular validity, as related to certification tests, are examined. All three deal with content validity but the domain differs among the the three. Certification tests must have instructional validity, i.e., the test must be valid both with respect to the domain used to define the minimum competencies and the instructional content domain (what is taught in the schools). The test items must be representative of the objectives domain but not necessarily representative of the instructional content domain. Whether a test has content validity with respect to the domain specified by the curricular materials is important only insofar as it is a surrogate for instructional validity. Curricular validity should not be used as a criterion to establish the instructional validity of a certification test. For tests of certification, a relatively large percentage of the items should represent topics that are covered by all students in the district and/or state (to assure that certification tests have instructional validity). A prototypic measurement of curricular and instructional validity for elementary school mathematics illustrates these points. (Author/PN)

ED 226 936 RC 013 922

SCOPE (Standardized Curriculum-Oriented Pupil Evaluation) Mathematics. Test Book Grade Two.
Northwest Territories Dept. of Education, Yellowknife. Programs and Evaluation Branch.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Addition; *Arithmetic; *Computation; Criterion Referenced Tests; *Elementary School Mathematics; *Grade 2; *Number Systems; Primary Education; Quantitative Tests; Subtraction; Test Items; Time
IDENTIFIERS- Money; *Standardized Curriculum Oriented Pupil Evaluation

Following instructions provided in the teacher's manual, the SCOPE Mathematics Achievement Test booklet for grade 2 presents 10 mathematical concepts. Testing items are: counting number of objects in a set to 100; using ordinals to the 31st; forming numerals correctly; writing number words to 10; identifying and naming the number of 10's and 1's in a two digit numeral; finding the number before or after a given number from 0 to 100; finding a number between two given numbers from 0 to 100; stating basic facts involving sums and minuends to 19; adding and subtracting two digit numbers without regrouping; demonstrating mastery of basic multiplication and division facts to 20. Other items tested include: reading and writing Roman numerals to XX; understanding commutative property for addition and multiplication; understanding associative property for addition; demonstrating the property of zero in addition and subtraction; counting collections of coins to $1; making purchases and giving change to $1; identifying fractions 1/2, 1/3, 1/4, in a concrete setting; constructing simple bar graphs; reading and interpreting celsius thermometer; telling time to the quarter hour; and reading dates on a calendar. (ERB)

ED 226 998   SE 040 907

Sabar, Naama
Is the Disappointment in Science Curriculum Implementation Justified? Some Insights into an Israeli Case.
PUB DATE- 83
AVAILABLE FROM- Paper presented at the American Educational Research Association (Montreal, Canada, April, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Biology; *Curriculum Development; Educational Research; Foreign Countries; Grade 7; Junior High Schools; *Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; Teacher Response; *Teaching Methods
IDENTIFIERS- Discrepancy Analysis; *Israel; Science Education Research

This study investigated the implementation of a 7th grade biology curriculum ("Animal and its Environment") in Israel. The curriculum has seven parts, each one with a dictated sequence including well-defined objectives, suitable activities, and assigned materials, with little degree of freedom for the teacher. A primary concern for the study was to identify reasons for dissatisfaction which has accompanied new science curricula implementation. The sample included 42 junior high school teachers in 28 schools spread throughout the central area of Israel, and included urban, rural, and kibbutz schools. Discrepancies between original curriculum intentions and their translation to formal materials, and discrepancies between developed learning activities and their operation in the classroom were examined, focusing on sub-variables related to the objectives, materials, activities, and strategies between ideal (philosophical directions) and formal (translation of ideal into tangible materials) levels. Results are reported for non-traditional sub-variables implemented completely, traditional variables implemented fully, and non-traditional sub-variables implemented in ways which were not in accordance with the aims of the curriculum developers. Although some objectives were implemented (including those related to subject matter and integrating laboratory work into regular class sessions), others (mainly those related to affective domain and higher order inquiry) were partially/totally lacking. (JN)

ED 227 060 SP 021 725

Yff, Joost; Butler, Michael J.

Technological Literacy: Challenge for Teacher Education. Current Issues.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Feb 83

CONTRACT- 400-78-0017

AVAILABLE FROM- ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($4.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTIONS- Basic Skills; Educational Media; *Educational Needs; Educational Technology; Elementary Secondary Education; Futures (of Society); *General Education; Higher Education; *Relevance (Education); Schools of Education; *Teacher Education; Teacher Education Programs; Technological Advancement; *Technological Literacy

This publication considers the broad relationship between technology and education and what it implies for teacher training. Chapters discuss: (1) "Technological Literacy: A New Purpose of General Education;" (2) "The Character of Technological Literacy in General Education;" and (3) "Responses to the Need for Technological Literacy." As seen by the authors, the concept of technological literacy is broader than computer literacy (though the terms are often used interchangeably). Technological literacy is viewed as encompassing the capabilities and applications of the physical and natural sciences as they affect daily lives. A list of 22 references is included. (Authors/CJ)

ED 227 090 SP 021 963

Daniels, Marsha A.; And Others
Interactive Research and Development: Another Aspect of Staff Development.
Texas Tech Univ., Lubbock. Coll. of Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Cooperation; *Educational Research; *Educational Researchers; Elementary Secondary Education; Needs Assessment; Participative Decision Making; Program Implementation; Research Design; *Research Projects; Research Utilization; *Staff Development; *Teacher Participation; *Teamwork

An interactive research and development (IR&D) project brings together teachers, university researchers, and staff development specialists as a team to identify, research, and disseminate findings from questions of interest to teachers. Six major features of an interactive IR&D project are: (1) teams having at least one teacher, one researcher, and one staff developer; (2) participative decision making; (3) problem-solving focus; (4) concurrent research and development efforts; (5) sensitivity to the classroom's integrity; and (6) use of IR&D as an intervention strategy. Each member of the team contributes knowledge and skill from his field--teaching, research, or staff development. It is the responsibility of the researcher to translate teacher concerns into research questions, coordinate a review of related research, and share these findings with the other team members. The staff development specialist plans a training program for disseminating the research findings. Steps for implementing an IR&D project include: (1) making initial decisions; (2) assigning an IR&D Project Coordinator; (3) recruiting IR&D participants; (4) training IR&D participants; (5) organizing IR&D teams; and (6) supporting IR&D teams. Findings from an IR&D project conducted at Texas Tech University indicate that teachers' participation in such a project affected their attitudes toward research, skills, and teaching practices. (JD)

ED 227 166 TM 830 188

Chambers, Barbara
Quality Control Review of Teacher-Made Tests.
Cleveland Public Schools, Ohio. Dept. of Research, Development and Evaluation.
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Secondary Education; English; French; Language Arts; Legislation; Mathematics, *Program Implementation; *Quality Control; Social Studies; *Teacher Made Tests; Test Construction; Test Reviews
IDENTIFIERS- *Cleveland Public Schools OH

A process of reviewing teacher-made tests was developed to implement the court-approved subplan for a "procedure for continual quality control checks on teacher-constructed tests." The implementation process includes six steps: (1) distribution to teachers of Resource Materials Excerpted from Classroom Test Skills - a package to increase teacher skills in preparation, use, and analysis of teacher-made tests; (2) submission of a teacher-made test (chapter or unit test) to school files each semester; (3) collection of test files to forward to the Department of Research, Development and Evaluation (DRDE); (4) DRDE selection of tests from submitted files with each school represented; and (5) committee review and rating of tests by comparing each test to criteria based on the Classroom Test Skills guidelines; and (6) summarization and distribution of the test ratings to the individual schools. The reports of teacher-made test reviews are presented for the following six subject areas: upper elementary mathematics, high school English, primary language arts, 10th grade French, junior high social studies, and senior high mathematics. (Author/PN)

ED 227 182 UD 022 657

Meeting the Developmental Needs of the Early College Student.
Simon's Rock Early Coll., Great Barrington, Mass.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cognitive Development; *College Students; Curriculum Development; Developmental Psychology; *Faculty Development; Higher Education; Moral Development; Program Descriptions; *Student Development
IDENTIFIERS- *Simons Rock College MA

This report describes a faculty development project carried out from 1978 to 1980 at Simon's Rock of Bard College, an experimental program for the younger than average college student. The project had three aims: (1) to develop practical methods of determining a student's position with respect to cognitive, moral, and ego development and to track entering freshmen across the first 2 years of their college experience, (2) to introduce faculty and administrators to cognitive-developmental theory and applications, and (3) to critique existing courses and co-curricular activities specifically addressed to meet students' developmental needs. The report provides a summary of the project, a project overview, and general background information. Three major interrelated components of the project are then reviewed: (1) student assessment; (2) faculty development; and (3) curriculum and program development. Finally, research outcomes of the project are discussed. These focus on the issues of student psychological development and curriculum (including planning, class size, assignments, advising, extracurricular and community life, perspectives on women, and general education). Other grant activities carried out under the faculty development grant are also briefly described. (WAM)

ED 226 952 SE 040 351

Armstrong, Richard D., Ed.; Pedersen, Pamela, Ed.
Probability and Statistics. A Collection of Papers on the Teaching o
Probability and Statistics in CSMP's Elementary School Curriculum.
Comprehensive School Mathematics Program.
CEMREL, Inc., St. Louis, Mo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTIONS- Elementary Education; *Elementary School Mathematics;
*Learning Activities; *Mathematical Concepts; Mathematical
Enrichment; Mathematics Curriculum; *Mathematics Instruction;
*Probability; *Statistics; Teacher Education
IDENTIFIERS- *Comprehensive School Mathematics Program

The Comprehensive School Mathematics Program (CSMP) is described a
a complete elementary mathematics curriculum that provides a natural
place for probability and statistics. The CSMP approach of
innovative, pictorial techniques is summarized here, with emphasis
on methods and activities seen as proven successful through the
enthusiastic reception of CSMP students. Content is typically
presented as extensions of experiences pupils have previously
encountered. Pupils are led through problem-solving experiences in a
constant applications atmosphere, typically in stories or game-like
situations. Individual section titles after the Introduction are:
(1) Probability and Statistics in Grades One to Three; (2) Fair
Games?; (3) Codes to Solve Problems; (4) Whose Triangle is It?; (5)
An Area Model for Solving Probability Problems; (6) Breaking a
Stick: Probability without Counting; (7) Shunda's Newsstand; and (8)
Population Growth. (MP)

ED 227 013 SO 014 493

Why Consumer Education Should be Required for California High Schoo
Students.

Association of Consumer Educators, Pasadena, CA.

PUB DATE- 79

AVAILABLE FROM- Association of Consumer Educators (ACE), Business Department, John Muir High School, 1905 Lincoln Avenue, Pasadena, 91103 ($1.50).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Basic Skills; *Consumer Education; *Educational Needs Educational Objectives; High Schools; Relevance (Education); *Required Courses

IDENTIFIERS- California

There is a need for a stronger program of consumer studies in California's schools, and each year this need becomes more pressing. It is a confusing time for the American consumers; complex products are frequently hard to evaluate, and the nature of the marketplace is impersonal. According to a study released by the U.S. Office of Education, more than 23 million American adults, one in every five, lack the basic know-how to function effectively in society. This ignorance demonstrated by adult consumers can be traced to the lack of proper preparation during their school years. Even though curriculum guides and programs are available for school use, many elect not to make full use of these resources. Parents have expressed the desire that their children have greater consumer skills. Some California schools do teach consumer education, and many states have mandated consumer education for their schools. It is recommended that California also mandate consumer education for its schools so that its citizens can have the best possible preparation in dealing with the complexities of today's marketplace. (Author/RM)

ED 227 045 SO 014 579

Campbell, Sally R.
Educator's Guide to Teaching Auto and Home Insurance.
Insurance Information Inst., New York, NY. Education Dept.
PUB DATE- 77
AVAILABLE FROM- Insurance Information Institute, Education Dept., 11
William Street, New York, NY 10038 (single copies, free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Education; Business Education; Consumer
Education; Family Life Education; *Insurance; Learning Activities;
Resource Materials; Secondary Education

Secondary students in consumer education, general business, and home and family living courses can learn about auto and home insurance by participating in these learning activities. The exercises can also be used in adult education courses. The type of information provided for the activities includes key concepts, objectives, generalizations, new vocabulary, and the learning activities. In many of the activities students are presented with a situation with which they must deal. For example, "Your home has burned to the ground. Everything is destroyed. Your homeowner's policy covers your losses up to the limits stated in the policy." Suggestions for inquiry include having students list all household furnishings and personal possessions in their home and call an insurance agent to learn what assistance they would get in filing a claim and how long it would take to get a settlement. Students also investigate and report on different types of insurance, debate topics, do research, and listen to guest speakers. The guide concludes by citing sources of information on property and liability insurance and describing educational materials available from the Insurance Information Institute. (RM)

ED 227 075 SP 021 849

Yarger, Sam J.
Inservice Education.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
CONTRACT- NIE-P-82-0036
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Change Strategies; Delivery Systems; *Educational Change; Educational Research; Educational Trends; Higher Education; *Inservice Teacher Education; *Political Issues; Preservice Teacher Education; Program Development; Program Effectiveness; Relevance (Education); Social Problems; Teacher Centers; Teacher Education Programs; Teacher Effectiveness; Teacher Responsibility; *Teacher Role; *Teaching (Occupation)
IDENTIFIERS- *National Commission on Excellence in Education

This paper, on the state of inservice teacher education, is divided into five parts. The paper's first part, which focuses on the context in which teaching occurs and on the role of the teacher, points out that, while the common denominator in the study of teaching is the teacher/learner relationship, social issues also affect teachers and teaching. In the paper's second section, a profile is drawn of the current state of inservice education, including the magnitude of the endeavor, knowledge base, program content, program delivery, and evaluation. The third part of the paper gives examples of five high quality inservice programs and describes identified characteristics of effective inservice: client involvement, recognition of district and school needs, focus on instruction of children, skill-driven training, and in-class observation, feedback, and coaching. In the fourth part, three main high level issues confronting education today are examined: the politicalization of inservice education, lack of institutional commitment, and the problem of incorporating inservice into the responsibilities of elementary and secondary teachers. The final section of the paper presents a recommendation for the founding of an American Education Congress. A brief discussion outlines the potential strengths of such a Congress in bringing about consensual policy setting and monitoring of education, specifically teacher education. (JD)

ED 227 105 SP 022 219

Cusick, Philip
Secondary Public Schools in America.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 25 May 82
CONTRACT- NIE-P-82-0031
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Comprehensive Programs; Educational Responsibility; Goal Orientation; *Institutional Characteristics; *Public Schools; Relevance (Education); *School Community Relationship; School Effectiveness; School Taxes; *Secondary Education; *Secondary School Curriculum; Socialization; Special Education; Student Characteristics; Student Needs
IDENTIFIERS- National Commission on Excellence in Education

Comprehensiveness, local control, and public funding combine to create public secondary schools that serve the educational needs of all students and are open to influence from people outside the school structure. From these sectors come demands for accountability; community influence; and a heavy commitment of resources to maintaining good attendance, discipline, and public relations, which are the responsibility of the school administration. Secondary school curriculum consists of a broad range of diverse courses. This diversity is the result of perceived student needs and, in particular, the public schools' vulnerability to pressure from advocacy groups who, by their special demands, shape and increase curriculum offerings. Responsibility for curriculum falls to the teachers, who must instruct and relate to students, and not burden the administration with disciplinary problems. Fragmented, diverse, open, and fluid curriculum responds to the needs and demands of students with widely divergent abilities, attitudes toward education, and career plans. The critical factor which differentiates a "good" school from one not so good is the orientation of the majority of the students in the school toward superior academic education. (JD)

ED 227 197 UD 022 690

Bouvier, Leon F.

The Impact of Immigration on U.S. Population Size. Population Trends and Public Policy.

Population Reference Bureau, Inc., Washington, D.C.

PUB DATE- Jan 81

AVAILABLE FROM- Population Reference Bureau, Inc., 1337 Connecticut Avenue, N.W., Washington, D.C. 20036 (write for price).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Demography; *Immigrants; *Migration; *Population Growth; *Population Trends; *Public Policy

IDENTIFIERS- Population Policies; *Population Projections; United States

Emphasizing the increasing significance of immigration as a determinant of U.S. population growth, and stressing the need for developing population policy upon which future immigration policy might be based, this report presents projections of U.S. population to determine the impact of immigration in the next 100 years. The projections, given for the years 2000 to 2080, have been calculated under assumptions of constant, increased, or decreased fertility, and varying assumed levels of annual net immigration. It is suggested that (1) the differences attributed to fertility and immigration become more dramatic the longer the projection period; (2) fertility changes are stronger determinants of future population size than immigration changes; and (3) immigration becomes an increasingly important contributor to population growth over time. Also discussed are the effects of fertility and immigration on the future age composition and resident versus immigrant composition of the population, and the implications of the population size alternatives for population and immigration policy. The appendix describes the projection methodology and assumptions. (MJL)

ED 226 968 SE 040 708

Harvin, Virginia R.
Assessing Pupil Attitudes Toward Mathematics. Grades 4-6.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Research; Elementary Education; *Elementary School Mathematics; *Mathematics Instruction; *Student Attitudes
IDENTIFIERS- *Mathematics Education Research

An attitude scale developed by Dutton, Petrie, and Adams was administered by classroom teachers to 850 pupils in grades 4-6 in 10 schools in one school system in September and again in May. The scale had two parts, a 15-item section assessing feelings toward mathematics and another part that asked the child to rank-order the subjects liked, best to least. In grade 4, mathematics was a liked subject in both testings. Pupils in grade 5 indicated a positive attitude toward mathematics, and it ranked in the top three subjects except in one school, with little change from beginning to end of the year. In grade 6, pupils for the most part ranked mathematics as a liked subject in September, but it was ranked lower in half the schools in May. Fear of word problems was cited at all three levels as a reason for disliking mathematics. Children liked mathematics because they considered it important and fun. (MNS)

ED 226 984 SE 040 725

Noyce, Ruth, Ed.

COMETS Profiles. Career Oriented Modules to Explore Topics in Science. 24 Biographical Sketches of Women in Science Careers plus Accompanying Language Arts Activities.

Kansas Univ., Lawrence. Dept. of Curriculum and Instruction.
PUB DATE- 82
AVAILABLE FROM- University of Kansas, COMETS, 205 Bailey Hall, Lawrence, KS 66045 ($19.95 each for COMETS Science or Profiles or $36.95 for both if ordered together).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Biographies; Career Awareness; *Elementary School Science; Elementary Secondary Education; *Females; *Language Arts; *Science Careers; Science Education; *Secondary School Science
IDENTIFIERS- *COMETS (Project)

Twenty-four biographical sketches of women in scientific professions are included in this COMETS Profiles package. Each biography relates to a science topic dealt with in one of the instructional modules of COMETS Science (Career Oriented Modules to Explore Topics in Science). The purpose of these materials is to demonstrate to early adolescents that learning mathematics and science concepts can have payoff in a wide variety of careers and to encourage early adolescent students, especially girls, to consider science-related careers. In addition to the biography, each COMETS Profiles unit contains follow-up language arts activities which have been written directly to students, to facilitate their use in learning centers and independent study formats. However, the materials can also be adapted for use with the total class. Four types of language arts activities are included with each unit: (1) recall/comprehension questions (titled Content Quiz); (2) vocabulary study words (Words to Know); (3) suggestions for research and writing (Ideas for Writing); and (4) topics for creative projects (Ideas for Projects). A test tube symbol in Ideas for Projects indicates activities from COMETS Science particularly appropriate for that COMETS Profiles unit. (Author/JN)

ED 227 121   TM 830 070

Building Level Assessment for Multicultural and Nonsexist Education.
Midwest Race and Sex Desegregation Centers, Manhattan, KS.

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Cultural Awareness; Elementary Secondary Education; *Item Banks; *Multicultural Education; Program Development; *Program Evaluation; Questionnaires; School Districts; Self Evaluation (Groups); Self Evaluation (Individuals); *Sex Bias; Teacher Evaluation; *Test Construction
IDENTIFIERS- *Assessment Instruments

Multicultural and nonsexist assessment item banks for school use in planning and assessing of its multicultural and nonsexist education programs are provided. Questionnaires emphasizing local purposes and conditions can be developed for teacher self-assessment and for faculty, parents, students, and support staff to assess and redirect school and individual efforts in multicultural and nonsexist education. Structured interviews and faculty discussions should also be used. The item bank statements were selected from national assessment projects, universities, the Midwest Race and Sex Desegregation Assistance Center, and local school systems. Personal/professional development, awareness and sensitivity, instruction, curriculum, and parent/community relations are self-assessment categories; and leadership, parent/community relations, staff, and students are school assessment areas. The response scale provides a comparison between individual and group perceptions of "what is" a true statement and "what should be," and analysis methods calculate discrepancies. Examples of six teacher self-assessment and teacher assessment questionnaires developed from the multicultural and nonsexist assessment item banks concern education and school practices. Data analysis strategies for developing school action plans and an assessment and planning summary outline building level procedures. Eight appendices contain each item bank and teacher questionnaire. (CM)

ED 227 135 TM 830 129

Huberty, Carl J.
Discriminant Analysis.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Behavioral Science Research; *Classification; *Cluster Grouping; Computer Programs; *Discriminant Analysis; *Multivariate Analysis; Predictive Measurement; Regression (Statistics)

The issues in the interpretation of discriminant analyses presented are restricted to the typical uses of discriminant analysis by behavioral science researchers. Because behavioral researchers use computer programs packages, the issues discussed deal with information obtainable from the package disciminant analysis programs. The following issues are reviewed: (1) distinguishing between a linear discriminant function and a linear classification function; (2) misusing a stepwise discriminant analysis program; (3) ordering variables and selecting variable subsets; (4) choosing a classification rule; (5) estimating true classification hit rates; (6) assessing classification accurately; and (7) examining and using classification results. (Author/PN)

ED 226 937 RC 013 923

SCOPE (Standardized Curriculum-Oriented Pupil Evaluation) Mathematics. Test Book Grade Three.

Northwest Territories Dept. of Education, Yellowknife. Programs and Evaluation Branch.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Arithmetic; Criterion Referenced Tests; Division; *Elementary School Mathematics; *Grade 3; Multiplication; Number Systems; Primary Education; Quantitative Tests; Test Items; Time
IDENTIFIERS- Money; *Standardized Curriculum Oriented Pupil Evaluation

Following instructions provided in the teacher's manual, the SCOPE Mathematics Achievement Test booklet for grade 3 presents 11 mathematical concepts. Testing items include: skip counting by 2's, 5's, and 10's to 100, 3's to 30, and 4's to 40; writing number words to 20; identifying and naming 100's, 10's, and 1's in three-digit numerals; reading and writing numerals from 0 to 1,000; finding numbers before or after and between given numbers from 0 to 1,000; adding and subtracting two-digit and three-digit numbers; adding and subtracting multiples of 10 and 100; demonstrating mastery of basic multiplication and division facts to 40; and multiplying by multiples of 10 and 100. Other test items are: rounding off numbers to the nearest 10 and 100; understanding the associative property for multiplication; understanding properties of 0 and 1 in multiplication; recognizing patterns of odd and even numbers; counting money to $5; making purchases and giving change to $5; identifying and writing fractions (1/2 to 1/100); collecting data, constructing, and interpreting bar graphs; estimating and measuring area using non-standard and standard units; distinguishing between degrees above and below 0; telling time to the nearest 5 minutes, using noon, midnight, a.m., p.m.; constructing 2D shapes; and recognizing regular polygons. (ERB)

ED 227 029 SO 014 547

Holmes, Edward, Jr.

Resource Materials: Aids for Teaching about Tudor England.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- English Literature; *European History; High Schools; Humanities Instruction; Interdisciplinary Approach; *Religion; Resource Materials; Two Year Colleges
IDENTIFIERS- *Anglican Church; *English History; *Tudor Period

The high school or community college history teacher can use these background materials to teach about Tudor England (1529-1603) and the foundation of the Anglican Church. The materials might also be used by humanities or literature teachers. After an explanation of the Tudor family tree, there is a discussion about the wives and legitimate children of Henry VIII, followed by a listing of influential people and important dates of the Tudor period. Next the discussion focuses on the background of the Church of England, the Book of Common Prayer, Anglican religious beliefs, the structure of Anglican clergy, and monastic orders. Succeeding this discussion, the compromises made by the Elizabethan Settlement of 1559 are listed, clergy vestments are illustrated, and the influence of Thomas Cranmer is examined. The publication concludes with a visual representation of some religious groups in Europe during the Tudor period. (RM)

ED 227 061 SP 021 731

Ingram, Anne; Nupp, Jennifer
Political Backlash and Implications to the Women's Civil Rights Movement Focusing on Sport and Athletic Opportunities for Women.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Affirmative Action; *Civil Rights Legislation; *Court Litigation; Elementary Secondary Education; Equal Opportunities (Jobs); *Government Role; Higher Education; *Organizations (Groups); Physical Education; Political Power; *Sex Discrimination; Social Change; *Womens Athletics
IDENTIFIERS- Title IX Education Amendments 1972

An overview is presented of the political struggle for equal rights for women athletes. Discussed is the role of the National Collegiate Association for Athletics (NCAA), which has been against increased intercollegiate and interscholastic athletic opportunities for women. The genesis of the Fourteenth Amendment (Title VII of the Civil Rights Act of 1964) prohibiting discrimination based on sex is also discussed, and subsequent court litigation over rulings peripheral to the intent of Title VII are recounted. Descriptions are given of the gradual polarization of points of view on womens' athletics, and the growth of opposition in the federal government to affirmative action in cases involving civil rights. It is pointed out that an increasing tendency to view athletic programs as corporate sports and business enterprises rather than educational experiences is detrimental to womens' athletic programs. (JD)

ED 227 091 SP 021 966

Errington, Joseph
Qualitative Biomechanics and the Tennis Ground Strokes. Revised
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Athletics; *Biomechanics; Kinesthetic Perception; *Kinetics; *Movement Education; Physical Education; *Psychomotor Skills; *Tennis

This tennis stroke analysis, based on the application of biomechanic principles, is designed to help those who play tennis only once or twice a week. It is noted that, because the tennis player has a limited power potential, the only way to increase his racket head speed is to rotate his body. The mechanics of tennis are discussed by dividing it into: (1) ground strokes; (2) footwork; and (3) forehand and backhand. The section about ground strokes talks about how to stand, how to hold the racket arm, and how to distribute body weight; the stroke is subdivided into the step, the rotation, and the swing. The section on footwork discusses (with illustrations) the position of feet on the court, four different types of step selection, the follow through, and the defensive position. The section on forehand and backhand strokes describes both processes, and the proper grip for each. Throughout the paper, specific application of biomechanic principles is made to help the tennis player who plays occasionally to improve his or her game. (JM)

ED 227 152 TM 830 163

Fyans, Leslie J., Jr.
The Use, Relevance, and Appropriateness of Tests for Educational Decision Making. Final Report.
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 80
GRANT- NIE-G-80-0088
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTIONS- *Accountability; Achievement Tests; *Decision Making; *Educational Testing; Elementary Secondary Education; Information Utilization; Performance Factors; Quantitative Tests; *School Districts; Student Evaluation; Student Motivation; Surveys; Teacher Attitudes; Test Interpretation; *Test Use
IDENTIFIERS- *Illinois Inventory of Educational Progress; *Springfield Public Schools IL

The increasing use of educational tests to establish the accountability, credibility, and viability of educational programs is paralleled with increasing criticism of the "accountability through testing" philosophy. To analyze the relevancy and appropriateness of tests for educational decision making at the school district level, three studies examined the quality of teacher judgment in test development and implementation, the utility of test information to teachers, and what components of "achievement-on-the-test" are attributable to motivational, personality, and idiosyncratic factors. Fourth and eighth grade teachers and students in the Springfield (IL) School District were administered either teacher surveys evaluating student performance and motivation on mathematics test items, or student measures of mathematics achievement-related motives. Ninth grade teachers assessed the utility of test information varied by ability, and ninth and eleventh grade teachers were interviewed regarding test information. Indications were that the role of test information is an incremental one, enhancing teacher estimates of performance; item scaling by teachers and latent trait theory are roughly similar; and, although correlations between various achievement related motives could not be determined, a substantial portion of performance variance is attributable to motivation. Appendices contain the study instruments. (CM)

ED 227 167   TM 830 189

Schunk, Dale H.
Self-Efficacy Enhancement through Motivational and Informational Processes.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Ability; *Academic Achievement; *Attribution Theory; Children; Difficulty Level; Elementary Education; Feedback; Motivation; *Performance Factors; Problem Solving; Psychological Characteristics; *Self Concept; Subtraction
IDENTIFIERS- *Effort; *Self Efficacy Theory

Two experiments tested the idea that the means by which children acquire efficacy information can produce different levels of task motivation and self-perception of competence. In Experiment 1, children periodically received either ability attributional feedback, effort feedback, ability plus effort feedback, or no attributional feedback. Although the three feedback conditions did not differ in rate of problem solving, ability feedback alone led to the highest self efficacy and achievement. In Experiment 2, children pursued either difficult or easier performance goals, and received either direct or comparative attainment information. Difficult goals enhanced rate of problem solving; combining difficult goals with direct information resulted in the highest self-efficacy and skill. Collectively, these results support the idea that self-efficacy is an important variable in understanding students' achievement behavior. (Author/PN)

ED 227 183 UD 022 663

Scherer, Jacqueline; Howell, Sharon
Theoretical and Methodological Issues. Part I. The Work of Nets.
Oakland Univ., Rochester, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 400-79-0007
AVAILABLE FROM- Jacqueline Scherer, Oakland University, Rochester, MI 48063 ($0.10 per page).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - General (140)
DESCRIPTIONS- Community Study; *Credibility; Data Analysis; Elementary Secondary Education; Literature Reviews; *Methods Research; *Network Analysis; School Community Relationship; *Social Networks; Theories; *Validity
IDENTIFIERS- Michigan (Pontiac)

This is the first of a four-part study, funded by the National Institute of Education for the purpose of examining the function of informal social networks in school community relations in Pontiac, Michigan, from 1971 to 1981. This volume of the report (1) discusses the theoretical foundations of the study; (2) defends the validity of network analysis as a method for studying the turbulent and complex environment of the school system and the community; (3) explores the issue of trust, both in data collection and in complex social networks; (4) describes the principle of "recipes," regular patterns of action and interaction that can be determined by placing study subjects' statements within the overall social context being examined; and (5) reviews the social science literature on the utility of network analysis, the utility and effects of social networks, and the characteristics that make networks useful. (GC)

ED 226 953 SE 040 352

Armstrong, Richard; And Others

CSMP Mathematics for the Intermediate Grades. Part V. Teacher's Guide. General Introduction. The World of Numbers. Workbooks. Experimental Version.

CEMREL, Inc., St. Louis, Mo.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Answer Keys; Curriculum Development; Elementary Education; *Elementary School Mathematics; Instructional Materials; *Intermediate Grades; *Mathematics Curriculum; *Mathematics Instruction; Teaching Guides
IDENTIFIERS- *Comprehensive School Mathematics Program

This Comprehensive School Mathematics Program (CSMP) guide is divided into three major parts. The first, General Introduction, contains: (1) CSMP Viewpoint; (2) Program Description; (3) Guidelines for Evaluating the Program; (4) Commonly Asked Questions about the CSMP Curriculum and Suggested Answers, and (5) A Note to the Parents of CSMP Students. Part 2, The World of Numbers, opens with a suggested chronological order of lessons and an introduction that covers information about standard algorithms and notes on calculator use. Following this are chapters on: (1) Detective Stories and Composition; (2) Rational Numbers; (3) Hand-Calculator Puzzles; (4) Combinatorics; (5) Multiples and Divisors; (6) Division, and (7) Cartesian Graphs. The section concludes with an appendix on standard configurations and minicomputer plays. The final major part, Workbooks, presents a Workbook Progress Chart, and has sections that present answers to many of the various workbook problems. (MP)

ED 226 999 SE 040 908

Hazardous Wastes. Two Games for Teaching about the Problem. Environmental Communications Activities. Bulletin 703.

Ohio State Univ., Columbus. Cooperative Extension Service.

PUB DATE- 83
AVAILABLE FROM- Ohio Cooperative Extension Service, The Ohio State University, 2120 Fyffe Road, Columbus, OH 43210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Educational Games; Elementary Secondary Education; *Environmental Education; *Role Playing; Simulation; Site Selection; *Waste Disposal; *Wastes
IDENTIFIERS- *Hazardous Materials

Two games are presented which demonstrate the complexity of the hazardous waste problem through an introduction to the: (1) economics of waste disposal; (2) legislation surrounding waste disposal; (3) necessity to handle wastes with care; (4) damages to the environmental and human health resulting from improper disposal; (5) correct ways to dispose of hazardous waste; and (6) the contribution each person makes to the problem. Following background information (from the Ohio Environmental Protection Agency) in the first section, rules and materials needed for the two games are provided in the next two sections. "Hazard," a board game for 2 to 5 players, focuses on the transportation and disposal of hazardous wastes. "The Tox City Controversy," a role-playing simulation, is designed to introduce hazardous wastes and methods of disposal, to illustrate problems involved with selecting a hazardous waste dump site, as well as to provide learning experiences in a role playing situation. (JN)

ED 227 014 SO 014 497

Evaluation of Visual Artists' Fellowship Category.
Skidmore, Owings & Merrill, Inc., Boston, MA.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 30 Sep 81
CONTRACT- PC-80-9
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Artists; *Fellowships; Policy Formation; Program Attitudes; Program Development; *Program Evaluation; Program Improvement; Resource Allocation; *Visual Arts

Study goals were to identify and evaluate the impact of fellowships awarded by the National Endowment for the Arts to visual artists and to provide information to help the Endowment in planning, policy development, and resource allocation for the fellowship category. Information was collected in three ways. Questionnaires were sent to 50% of all recipients (858) in each year from 1967 through 1979. The response rate was over 75%. Two workshops, which focused primarily on questions of program operations and policy, were held with 15 recipients. Personal interviews, focusing on the timing of the grant, activities during the fellowship, impact on aesthetic content of their work, and resulting recognition, were conducted with 25 recipients. Ninety-two percent of respondents said the most important impact of the fellowships was the change they experienced in confidence and commitment. The major benefit was increased time for work. Although the application process received high ratings, eligibility requirements were rejected, and parts of the selection process received low ratings. (RM)

ED 227 136 TM 830 130

Hedl, John J., Jr.
A Factor Analytic Study of the Test Anxiety Inventory and A-State Worry and Emotionality Items from the State-Trait Anxiety Inventory (Form Y).
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Adjustment (to Environment); *Factor Structure; Higher Education; *Personality Measures; Psychological Patterns; Response Style (Tests); Stress Variables; *Test Anxiety; Test Interpretation; Test Validity
IDENTIFIERS- Scree Test; *State Trait Anxiety Inventory (Spielberger); *Test Anxiety Inventory (Spielberger)

The Test Anxiety Inventory (TAI) and worry and emotionality items from the State-Trait Anxiety Inventory (STAI) (Form Y) were administered to college students from three metropolitan colleges as part of several psychological experiments. The TAI was administered to a total of 543 students, and the STAI A-State items were administered twice to a significant subsample of the total data base (N = 343). Factor analyses of the TAI items indicated clear worry and emotionality factors consistent with the original TAI development. For the subsample with both TAI and A-State item data, factor analyses identified three factors: test anxiety and two state anxiety factors corresponding to the two occasions of measurement. Additional analyses suggested that occasions of measurement factors were only observed when the occasions differed significantly in A-State intensity level. When the occasions were equated for intensity level, state worry and emotionality factors were also observed. Across all analyses, the optimal solutions were selected on the basis of simple structure, psychological meaningfulness, and invariance across sex. Other solutions were reviewed but were considered less satisfactory in terms of these three criteria. Evidence concerning the discriminant concurrent validity of the TAI worry-emotionality scales as well as the STAI A-State Worry-Emotionality scales was also indicated. (Author/PN)

ED 227 198 UD 022 691

Crain, Robert L.; Mahard, Rita E.

Desegregation Plans That Raise Black Achievement: A Review of the Research.

Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- N-1844-NIE
PUB DATE- Jun 82
GRANT- G-78-0150
AVAILABLE FROM- Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Achievement Gains; *Black Students; Control Groups; Curriculum Development; *Desegregation Effects; *Desegregation Plans; Elementary Secondary Education; Hispanic Americans; Intelligence Quotient; Language Arts; Policy Formation; Racial Composition; Research Methodology; *Research Problems; *School Desegregation; Socioeconomic Background
IDENTIFIERS- *Meta Analysis

A meta analysis of 93 research reports on school desegregation and black achievement was conducted to determine (1) why the study results differed as to apparent desegregation effects; and (2) whether some desegregation plans produced greater achievement gains than others. An analysis indicated that inconsistencies in research findings were mainly due to two methodological flaws: the inability of most desegregation studies to focus on the earliest levels of schooling, where desegegation effects are most significant; and the absence of adequate control groups in most studies. Examination of reported desegregation effects showed that (1) desegregation produced greater gains for IQ scores than for achievement test scores; (2) achievement gains in successful desegregated schools were greater in reading and language arts for elementary school pupils and in science and social studies for high school students; and (3) the most successful desegregation plans were those that resulted in schools with a majority and more than a token number of blacks. Implications for theory, public policy, and educational research were drawn from the analysis. (Author/MJL)

ED 226 969 SE 040 709

Tatsuoka, Kikumi K.; Baillie, Robert

Rule Space, the Product Space of Two Score Components in Signed-Number Subtraction: An Approach to Dealing with Inconsistent Use of Erroneous Rules.

Illinois Univ., Urbana. Computer-Based Education Research Lab.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

REPORT NO.- ONR-82-3

PUB DATE- Mar 82

CONTRACT- N000-14-79-C-0752

AVAILABLE FROM- Kikumi K. Tatsuoka, Computer-Based Education Research Lab., 252 Engineering Research Lab., 103 S. Mathews, University of Illinois at Urbana, Urbana, IL 61801.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Cognitive Development; Educational Research; *Error Patterns; *Integers; *Learning Theories; Secondary Education; *Secondary School Mathematics; Simulation; *Subtraction

IDENTIFIERS- Extended Caution Index; *Mathematics Education Research; Rule Space

A 40-item free response test on signed-number subtraction was administered to 172 eighth graders. Their responses are viewed as consisting of two different components, the sign and absolute value. Each component is scored zero for wrong or one for correct, yielding a score of one only when both components have scores of one. By taking the values of the Extended Caution Index for the absolute value component as the x-axis and those for the sign component as the y-axis, all pairs of component response patterns produced by consistent or inconsistent application of various rules or random errors are mapped into the ECI product space. A simulation study showed that the response patterns generated by changing the binary score of any one item in the response patterns of an erroneous rule cluster together. Moreover, the patterns resulting from the same kind of misconceptions fall closer together than those resulting from very different kinds. This property of the ECI product space opens up a promising way to handle large numbers of "bugs" or rules quantitatively, although the ECIs are not defined in the cases of perfect or zero scores. Typically, there are many incomplete rules. (MNS)

ED 226 985 SE 040 726

Smith, Walter S.; And Others
COMETS Science. Career Oriented Modules to Explore Topics in Science.
Kansas Univ., Lawrence. Dept. of Curriculum and Instruction.
PUB DATE- 82
AVAILABLE FROM- University of Kansas, COMETS, 205 Bailey Hall, Lawrence, KS 66045 ($19.95 each for COMETS Science or Profiles or $36.95 for both if ordered together).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Biological Sciences; *Career Awareness; Computer Science; *Elementary School Science; Elementary Secondary Education; Health; *Human Resources; Mathematics; Physical Sciences; *Science Activities; *Science Careers; Science Education; *Secondary School Science; Technology
IDENTIFIERS- *COMETS (Project)

COMETS Science (Career Oriented Modules to Explore Topics in Science) was developed to demonstrate to early adolescents that learning mathematics and science concepts can have payoff in a wide variety of careers and to encourage early adolescent students (grades 5-9), especially girls, to consider science-related careers. The program provides 24 modules (sets of supplemental lesson plans) to enable teachers to bring into their science or mathematics classes community resource people to (1) teach a captivating science lesson; (2) tell students how the science concept being demonstrated is used in their career; and (3) talk with students and answer questions about their career. In general, each module describes three activities plus extension activities which can be used to follow up a resource person's visit. Modules are presented in three sections, focusing on: physical science/engineering; life science/health; and mathematics, calculating, and computers. A separate set of 24 biographical sketches (COMETS Profiles) is also available for use with the program. (Author/JN)

ED 227 030   SO 014 554

Beane, Marjorie
A Nuclear Power Primer: Issues for Citizens.
League of Women Voters Education Fund, Washington, D.C.
REPORT NO.- ISBN-0-89959-290-2
PUB DATE- 82
AVAILABLE FROM- League of Women Voters Education Fund, 1730 M St., N.W., Washington, DC 20036 (Pub. #575, $6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Citizenship Education; *Economics; Federal Regulation; History; *Nuclear Energy; *Nuclear Power Plants; Nuclear Warfare; Radiation Effects; *Risk; *Safety; Social Problems; Waste Disposal

The history, problems, arguments, and controversy concerning power created by nuclear fission are outlined. The purpose of the booklet is to present unbiased information for the layman in understandable language in order to improve the quality of national debate over nuclear power. Information for the booklet was gathered from journals, government reports, private institutions, academicians, and government commissions. The eight-chapter document discusses incidents leading to the current controversy over nuclear power, the formation of the UN Atomic Energy Commission, the Atomic Energy Act of 1946, and the establishment of the U.S. Atomic Energy Commission, which has exclusive control over production, ownership, and use of fissionable materials in the United States. Methods are outlined for measuring and judging risks when energy sources are compared. The safety factors of low and high level radiation, the necessity for improving safety systems, and reform needs in licensing, operations, and emergency plans are also discussed. A "short course" in nuclear reactors describes light water, breeder, and alternative reactors. Rising construction costs, financial constraints, and cheaper alternatives for utilities companies are presented as major economic factors. The final chapters consider the nuclear fuel cycle for uranium and plutonium, weapons proliferation, and nuclear terrorism. (KC)

ED 227 046 SO 014 581

Weidenaar, Dennis J.
Using Economics in Social Studies Methods Courses. Master Curriculum Guide in Economics for the Nation's Schools. Part II, Strategies fo Teaching Economics.
Joint Council on Economic Education, New York, N.Y.

SPONS. AGENCY- Sears-Roebuck Foundation, Skokie, Ill.
REPORT NO.- JCEE-321
PUB DATE- 82
AVAILABLE FROM- Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036 ($6.00, 10 or more copies, $4.80 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Concept Teaching; *Curriculum Development; *Economics Education; Elementary Secondary Education; Higher Education; Inquiry; Learning Activities; Lesson Plans; *Methods Courses; Skill Development; *Social Studies; Units of Study; Values Education

One component of the "Master Curriculum Guide in Economics for the Nation's Schools," this guide demonstrates, through sample lessons, how the conceptual structure of economics, presented in part 1 of the series, can be taught in the K-12 curricula. The guide is designed to accelerate economics instruction at all grade levels, including the college-level social studies methods course. Lessons are organized by four major categories: concept learning, inquiry, skills learning, and value analysis. Information presented for each lesson includes grade level, teaching method, economic concepts, objectives, materials needed, and teaching procedures. Also provided in the guide is a classification of lessons by economic concepts and discussions of concept learning and deductive and inductive teaching approaches. Student handouts are included. (RM)

ED 227 076 SP 021 852

Hurd, Paul DeHart
An Overview of Science Education in the United States and Selected Foreign Countries.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 1 Nov 82
CONTRACT- NIE-P-82-0063
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Comparative Education; Educational Resources; *Educational Trends; Elementary Secondary Education; *Enrollment Trends; *Foreign Countries; Human Resources; Nonschool Educational Programs; Parent Attitudes; *Science Curriculum; Science Facilities; *Science Instruction; Science Materials; *Science Teachers; Student Attitudes; Teacher Education; Teacher Supply and Demand
IDENTIFIERS- China; East Germany; Japan; *National Commission on Excellence in Education; United States; USSR; West Germany

This report, on science education in the United States, East Germany, West Germany, China, Japan, and the USSR, has 12 chapters. Chapter 1 presents an overview of precollege science education in the United States from 1940 to 1970. In chapter 2, the status of science education from 1970 to 1980 focuses on elementary and secondary school science instruction, trational science curriculum, science instruction in all the countries, and science enrollments and school requirements. Chapter 3 presents information on science facilities. Chapter 4 summarizes findings about science teachers, problems of science teacher supply and demand, and inservice education and professional development for science teachers. In chapter 5, a comparison is made between nonschool science education in the United States and the selected foreign countries, and similar comparison is presented in the 6th chapter on instructional practices in science teaching. Science achievement and students' attitudes toward science are compared in the 7th chapter. The discussion in chapter 8 deals with differences and similarities of parental attitudes toward science education in the United States and other countries. A global view of research and development in science education is offered in the 9th chapter. In the 10th and 11th chapters, problems, issues, and concerns in science education in the United States and actions being taken are examined. The final chapter offers a synoptic overview of science education in foreign countries. (JD)

ED 227 106 SP 022 220

Ailes, Catherine P.; Rushing, Francis W.
A Summary Report on the Educational Systems of the United States and the Soviet Union: Comparative Analysis. Revised.
National Commission on Excellence in Education (ED), Washington, DC.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 25 Feb 82
CONTRACT- NIE-P-82-0012
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Admission Criteria; Comparative Analysis; Comparative Education; Educational Finance; *Educational Objectives; *Educational Quality; Elementary Secondary Education; *Foreign Countries; Futures (of Society); *Goal Orientation; Government Role; Higher Education; Policy Formation; Relevance (Education); Science Education
IDENTIFIERS- National Commission on Excellence in Education; United States; USSR (Russia)

Education in the U.S.S.R. is much more strongly oriented toward the scientific and technical fields than is that of the United States. This may be an asset in the development of specialists with the ability to attain the short-term technological targets of the Soviet economic plan. However, the more flexible, theoretical, broader-based higher education system in the United States may produce specialists with an ability to innovate, with an ability to adapt to technological change, and with a greater latitude for interfield mobility as the demands of the economy change. A comparative analysis is presented of: (1) the structure of education in the two countries; (2) general education--elementary and secondary; (3) transition from incomplete to complete secondary education; (4) specialized secondary schools; (5) higher education; and (6) graduate training. A set of statistical tables providing a quantitative comparison of entrance, enrollment, and completion of the various stages in the educational process in the two countries is appended. (JD)

ED 227 122 TM 830 077

Scofield, Sandra J.
A Discussion of the Structure of Intellect Test and Curriculum Model.
Jackson County Education Service District, Medford, Oreg.
PUB DATE- Apr 82
AVAILABLE FROM- Southern Oregon Research and Development Committee, Jackson County ESD, 101 North Grape Street, Medford, OR 97501 ($2.00)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Ability Identification; Arithmetic; *Cognitive Development; Creativity Tests; *Curriculum Development; Gifted; Intelligence Tests; Minority Group Children; *Models; *Readiness; Reading Ability; *Remedial Instruction; Student Evaluation; Test Validity; Underachievement; Writing Readiness
IDENTIFIERS- *Cognitive Structures

The Structure of Intellect (SOI) learning abilities test and curriculum emphasize teaching that promotes individualized learning and divergent thinking and recognize special problems in identifying underachievers, minority gifted students, and differing abilities in boys and girls. The model addresses these variations by taking the view that cognitive growth can be directly and systematically fostered. Guilford's model of intellect, composed of operations, content, and products, is adapted to the SOI model which is a factor analytic approach defining a proliferation of behaviors in 17 subtests. More information about more abilities is more finely drawn. Templates are used to categorize major IQ tests into SOI categories; correlation studies are used to investigate SOI validity. Foundational abilities and enabling skills in reading; and abilities in arithmetic, mathematics, writing readiness, and creativity are measured. The test's particular value is as a "more information" source in making decisions where prior information is incomplete, and SOI provides profiles of children who have been difficult to assess. The SOI test and curriculum model is a remediation system identifying strengths as tools for improving disabling areas. SOI is largely associated with gifted education but can positively affect the general classroom. SOI planning, training, and implementation must consider start-up time, staffing, and cost factor alternatives. (CM)

ED 227 000   SE 040 909

Problems and Delays Overshadow NRC's Initial Success in Improving Reactor Operators' Capabilities.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/RCED-83-4
PUB DATE- Dec 82
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (first five copies free, additional ones, bound copies $3.25, unbound copies $1.00, 25% discount on 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Accident Prevention; Accidents; Federal Regulation; Industry; *Nuclear Power Plants; *Nuclear Power Plant Technicians; Postsecondary Education; *Program Implementation; *Safety; *Training; *Utilities
IDENTIFIERS- *Nuclear Regulatory Commission

The nuclear power plant accident at Three Mile Island raised many questions concerning the safety of nuclear power plant operations and the ability of nuclear plant reactor operators to respond to abnormal or accident conditions. In response, the Nuclear Regulatory Commission (NRC) developed a plan, which included short- and long-term actions to improve nuclear power plant safety. Because of public health and safety implications, the General Accounting Office (GAO) reviewed NRC and electric utility efforts to implement the planned training and qualification improvements and found that: strong initial NRC/utility efforts resulted in a number of actions that, at least in the short term, improved the capability of personnel in the control room to adequately operate a nuclear power plant and respond to abnormal/accident conditions; since initial actions were taken, NRC's efforts have lost momentum and significant implementation problems and delays are being experienced in completing planned long-term improvements consistent with established schedules; and that NRC is relying on an industry-sponsored group to carry out most of the operator training and qualification improvements without a specific agreement covering coordination of their respective efforts. The GAO recommends two actions NRC can take to improve effectiveness of its effort to improve training and qualifications of nuclear power plant personnel. (JN)

ED 227 062 SP 021 752

Mahlios, Marc; D'Angelo, Karen
Teacher Questions: An Experimental Analysis of the Question Effect Hypothesis.
PUB DATE- 1 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Classroom Communication; Classroom Environment; Elementary Education; Feedback; *Inquiry; Interaction Process Analysis; Learning Processes; *Questioning Techniques; *Student Attitudes; *Student Reaction; Teacher Behavior; *Teaching Methods

A study examined the effects of three types of teacher questions (literal, interpretive, applied) on: (1) frequency, length, and quality of student response; (2) classroom interaction; (3) student questions; (4) intentional and incidental learning; and (5) student attitudes. Multiple-choice formats were used to assess intentional learning, and incidental learning was assessed by questions based on material used in the lesson. Applied learning was indicated by questions posed by students and by their written answers to an essay question. Classroom interaction and attitudes were assessed with standard research instruments. Findings implied that the kinds of questions teachers ask directly influence the nature of student answers, both in length and in type, and that applied questions lead to greater amounts of feedback during classroom interaction. Some predictability in achievement can be afforded by altering question types, and higher level questions positively influence higher level achievement. Different question types may not differentially affect student attitudes toward the teacher or lesson. (JD)

ED 227 092 SP 021 968

Peters, William H.
Research-Based English Teacher Skills for Classroom Interaction.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Creative Thinking; Educational Research; Elementary Secondary Education; English Instruction; *Interpersonal Competence Student Reaction; *Student Teacher Relationship; *Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness; Teaching Methods; Teaching Skills; *Teaching Styles

Research studies dealing with the effects of teacher characteristics on pupil achievement are reviewed. Teacher behaviors and characteristics eme[illegible] from this research are presented in a profile of successful teachers: (1) Cognitive Organization--the teacher reflects a grasp of subject matter and an understanding of perception and perception-modification, possesses a sound method for teaching concept attainment, and makes possible situations for student development of insight into concepts of the subject matter; (2) Creativity--the teacher minimizes threats to learning and maximizes attractions, approaches work in new and unusual ways, involves students in plans, creates activities which encourage creative thinking, is supportive, and allows students to exhibit many forms of expression; (3) Acceptance--the teacher communicates with and accepts students; and (4) Openness--the teacher seeks and responds to information from students, and perceives and expresses students' points of view. (JD)

ED 227 168   TM 830 190

Bulletin IV: The Technical Manual. The Florida Teacher Certification Examination.

Florida State Dept. of Education, Tallahassee. Student Assessment Section.; Florida State Dept. of Education, Tallahassee. Teacher Certification Section.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Secondary Education; *Minimum Competencies; *Occupational Tests; State Programs; *Teacher Certification; Teacher Evaluation; *Teaching Skills; Test Bias; *Test Construction; Test Items; *Test Manuals; Test Reliability; Test Validity
IDENTIFIERS- *Florida Teacher Certification Examination

The Florida Teacher Certification Examination was developed as a comprehensive written examination for use in initial teacher certification in the state. Applicants must demonstrate mastery of 23 generic minimum competencies in teaching adopted in Florida statutes and State Board of Education rules. Subtests in General Education cover writing, reading and listening, and mathematics. Subtests in Professional Education include physical development, social development, academic development, interpersonal skills, technical skills, and administrative skills. The examination format includes a writing production task, a reading comprehension cloze test, and objectively scored items for other subtests. The development of the examination included the writing and validation of test items within specified competencies and skills. Pilot testing and a final test item review established its content validity. Field testing of the multiple choice items and rater judgments in special pilot testing of the writing test provided reliability evidence. Score scaling, passing score standards, and the bias analysis procedures are described. The appendices include the personnel who contributed to development of the examination, evaluation strategies for competencies and skills, examination coverage, and agendas and materials used in the item review and standard setting panel. (CM)

Scherer, Jacqueline; And Others
A Sociological View of an All American City. School-Community Relations in Pontiac, Michigan during the "Age of Complexity." Part II. The Work of Nets.
Oakland Univ., Rochester, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 400-79-0007
AVAILABLE FROM- See UD 022 663 for availability.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Blacks; Busing; Economic Development; Economic Factors; Elementary Secondary Education; *Political Issues; *Racial Relations; School Business Relationship; *School Community Relationship; *School Desegregation; Social Networks; Social Problems; *Urban Areas; *Urban Problems; Whites
IDENTIFIERS- General Motors Corporation; *Michigan (Pontiac)

This is the second of a four-part study on the function of social networks in school community relations in Pontiac, Michigan. This volume consists of a 20th century social, economic, and demographic history of Pontiac, focusing on (1) the role of the auto industry in forming the socioeconomic character of the city, and (2) race relations. Then the years from 1964 to 1970 are examined; this period is seen as setting the stage for the current complexity of the city's racial and social relations. Community conflicts over school desegregation are described in detail, as is the litigation (Davis et al. vs School District of the City of Pontiac) that finally led to the court order to desegregate the city's schools. Finally, the decade 1971-1981 is discussed in terms of the schools themselves and second, school community relations. Political issues surrounding the Silverdome, Pontiac General Hospital, development of the city's downtown area, and General Motors' move away from Pontiac are explored. The volume concludes with an assessment of how these issues relate to the education and the schools in the city. (GC)

ED 226 938   RC 013 924

SCOPE (Standardized Curriculum-Oriented Pupil Evaluation) Mathematics. Test Book Grade Three-S.

Northwest Territories Dept. of Education, Yellowknife. Programs and Evaluation Branch.

PUB DATE- 81

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- *Arithmetic; Criterion Referenced Tests; Division; *Elementary School Mathematics; *Grade 3; Multiplication; Number Systems; Primary Education; Quantitative Tests; Test Items; Time

IDENTIFIERS- Money; *Standardized Curriculum Oriented Pupil Evaluation

The SCOPE Mathematics Achievement Test booklet for grade 3-s contains the same testing items as the test booklet for grade 3. This booklet is more suitable for the more mature student; therefore, directions have been written to permit the student to take the test with little or no teacher direction. (ERB)

ED 226 954 SE 040 353

CSMP Mathematics for the Intermediate Grades. Part V. Teacher's Guide. The Languages of Strings and Arrows. Geometry and Measurement. Probability and Statistics. Experimental Version.

CEMREL, Inc., St. Louis, Mo.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Educational Games; Elementary Education; *Elementary School Mathematics; Geometric Constructions; Geometry; Instructional Materials; *Intermediate Grades; Mathematical Enrichment; *Mathematics Instruction; Measurement; Probability; Statistics; Teaching Guides; *Teaching Methods
IDENTIFIERS- *Comprehensive School Mathematics Program

This Comprehensive School Mathematics Program (CSMP) guide is divided into three major parts. The first, the Languages of Strings and Arrows, opens with a suggested lesson order. Major sections cover instructional approaches for: (1) Games with Strings, (2) Necklaces, and (3) The Table Game. A Series of appendices is included. Part 2, Geometry and Measurement, covers a suggested lesson order then looks at Geometric Constructions and a Grid Game. Probability and Statistics is the final major section. It also opens with a suggested lesson order then covers lessons grouped under, (1) Random Number Stories, (2) Probability Stories, and (3) Probability Games. (MP)

ED 227 015 SO 014 498

Saad, Geti, Comp.
Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 15, No. 3, July-September, 1981.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO.- TT-81-53414/3
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Comparative Education; Educational Administration; Educational Development; Educational Finance; Educational History; Educational Philosophy; Educational Planning; *Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education
IDENTIFIERS- *Pakistan

Government publications, newspaper articles, monographs, and syllabi published between July and September 1981 and dealing with Pakistani education are cited in this annotated listing. Entries are organized by the following topics: educational administration, organization, and financing; curriculum; educational development; educational goals, planning, and reforms; elementary and secondary education; examinations; higher education; educational history; Islamic education; teaching of languages; libraries; literacy; medical education; educational philosophy; professional education; psychology; teachers; teaching methods and media; technical education; textbooks; women's education; and general. The document ends with a writers' index. (RM)

ED 227 137 TM 830 131

Schmitt, Neal
Formula Estimation of Cross-Validated Multiple Correlation.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Correlation; *Estimation (Mathematics); *Mathematical Formulas; Mathematical Models; *Multiple Regression Analysis; Predictive Measurement; Research Methodology; Weighted Scores
IDENTIFIERS- *Cross Validation; Predictive Models

A review of cross-validation shrinkage formulas is presented which focuses on the theoretical and practical problems in the use of various formulas. Practical guidelines for use of both formulas and empirical cross-validation are provided. A comparison of results using these formulas in a range of situations is then presented. The result of these comparisons indicate that one should use Cattin's formula to estimate cross-validated R, employing either Wherry or Olkin-Pratt estimates of the population R. If examination of predictor-criterion correlations has occurred prior to regression analysis, use empirical cross-validation, or adjust p to indicate the original number of variables examined. Double cross-validation is considered inefficient and unsatisfactory, and a cautionary remark concerning the functional number of predictors is presented. (Author/PN)

ED 227 153 TM 830 165

Krinsky, Richard

The Feeling-of-Knowing: Errors of Commission Versus Errors of Omission.

PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Error Patterns; Experiments; Higher Education; *Metacognition; Performance Factors; Psychometrics; *Recall (Psychology); *Recognition (Psychology); Reliability; Research Methodology; *Responses
IDENTIFIERS- *Feeling of Knowing

There are two types of errors made in feeling-of-knowing (FOK) studies: a commission error occurs when a subject answers a question incorrectly, and an omission error occurs when a subject fails to provide an answer for a given question. A subject makes a commission error if he or she responds to the following question, "In which city does the Cotton Bowl take place?" with the response "Houston." If a subject responded, "I don't know," that would be an error of omission. Similar studies imply that the FOK distribution properties of both of these types of errors are the same. In two studies at separate universities, the FOK for errors of commission and omission were conducted. In both, the FOK rank order was reliably higher for errors of commission, in spite of the fact that subjects were informed that the items they were judging were answered incorrectly. These results suggest that the type of error made during recall is an important parameter in the feeling of knowing and that type of error may also add validity to subsequent tests of recognition memory for non-recalled items. (CM)

ED 226 939 RC 013 925

SCOPE (Standardized Curriculum-Oriented Pupil Evaluation) Mathematics. Test Book Grade Four.

Northwest Territories Dept. of Education, Yellowknife. Programs and Evaluation Branch.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Arithmetic; Criterion Referenced Tests; *Decimal Fractions; *Elementary School Mathematics; Geometric Constructions; *Grade 4; Graphs; Intermediate Grades; Number Systems; Quantitative Tests; Test Items; Time
IDENTIFIERS- *Standardized Curriculum Oriented Pupil Evaluation

The SCOPE Mathematics Achievement Test booklet for grade 4 presents 11 mathematical concepts with instructions for students to take the test with little or no teacher direction. Testing items are: writing number words to 100; giving the place value of any digit and using this to write in expanded form; finding a numeral between two given numerals from 0 to 10,000; adding and subtracting four-digit numbers; multiplying by multiples of 10, 100, and 1,000; multiplying up to a four-digit factor by a two-digit factor; dividing up to a three-digit dividend by a one-digit divisor; dividing multiples of 10 by 10; rounding off a six-digit number; and reading, writing, and translating Roman numerals. Other items tested are applying distributive property to multiplication; counting, adding, subtracting, and multiplying money; reading and writing decimals to 100ths; adding and subtracting decimals to 100ths; relating 1/10's and 1/100's to decimals; collecting data, constructing, and interpreting bar graphs, pictographs, and line graphs by using a one-to-one scale and a one-to-many scale; estimating and measuring standard and non-standard units; telling time to the minute; recognizing cube, cone, sphere, cylinder, pyramid, rectangular prism, triangular prism; locating angles, parallel lines, line segments, and right angles; and recognizing congruent plane shapes. (ERB)

ED 226 970 SE 040 710

Shufelt, Gwen, Ed.; Smart, James R., Ed.
The Agenda in Action. 1983 Yearbook.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-201-5
PUB DATE- 83
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Basic Skills; Calculators; Computation; Computers; Course Descriptions; Elementary Secondary Education; Evaluation; Instructional Materials; Learning Activities; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Microcomputers; Problem Solving; Public Support; Resource Materials; Teacher Education; *Teaching Methods; Testing; Yearbooks
IDENTIFIERS- *National Council of Teachers of Mathematics

This National Council of Teachers of Mathematics (NCTM) Yearbook shows how NCTM's recommendations for improving mathematics education--contained in the booklet, An Agenda for Action--are being implemented in schools. The 27 articles are grouped under 8 headings, corresponding to the 8 recommendations in the Agenda. The articles apply to all levels of mathematics teaching from kindergarten through teacher education. Section 1 has a general article on problem solving, followed by articles giving specific suggestions on teaching problem solving. Section 2 includes a variety of articles illustrating that teaching basics means more than practicing computation. Section 3 shows some ideas for incorporating calculators and computers in mathematics instruction. In section 4 are examples of instructional strategies and activities that promote an effective learning environment. Section 5 describes new approaches to evaluating mathematics students and interpreting test results. Section 6 reports promising attempts to implement a more flexible curriculum in mathematics. Section 7 looks ahead to what the next decade may hold in store for the teaching profession. Finally, section 8 takes into account how necessary public support is in assuring that the Agenda has a long-lasting effect. (MNS)

ED 226 986 SE 040 727

Issues in Engineering Education. A Framework for Analysis.
National Academy of Engineering, Washington, D.C.
SPONS. AGENCY- National Academy of Sciences, Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Apr 80
CONTRACT- NSF-PRA-80-15304
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Educational Objectives; *Engineering Education; Financial Support; Government School Relationship; Guidelines; Higher Education; *Industry; *Laboratory Equipment; *Long Range Planning; *School Business Relationship; Social Environment; Surveys
IDENTIFIERS- National Science Foundation

This report presents findings of the Task Force on Engineering Education which was formed under the auspices of the National Academy of Engineering (NAE). Section I reviews the genesis of the NAE Task Force and its charge. Section II discusses the Task Force's approach, which included a survey of engineering professionals in academia, industry, and government, as well as an analysis and synthesis of survey results (provided in an appendix). Section III comprises a brief statement on the general state of engineering education in the United States. Section IV is the synthesis of major issues in engineering today. These issues focus on concerns related to the objectives of engineering education; resources required to meet national needs; university/industry/government interaction; and the social context of engineering. Recommendations related to these issues are also provided. Section V defines a framework recommended as the most suitable approach to addressing long-range issues. This includes establishing a standing council to monitor engineering education, advise the profession and government of progress and perceived programs, recommend studies/directions, and identify opportunities/needs. In addition, the establishment of panels to study the four areas of concern previously listed is recommended. Short/long-term recommendations are also summarized in an executive summary. (JN)

ED 227 031 SO 014 555

Bliven, Briane C., Comp.
Research and Publications in New York State History, 19[illegible].
New York State Museum, Albany.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Agriculture; American Indians; Annotated Bibliographies; Archaeology; Architecture; Black Studies; Economics; Education; Ethnic Studies; Fine Arts; Laws; Literature; Recreation; Religion; Revolutionary War (United States); Social History; State Government; *State History; Transportation; Unions; Urban Studies; Womens Studies
IDENTIFIERS- *Adirondack Mountains; Family History; *New York

Books, monographs, and journal articles dealing with New York State history are listed and described. The briefly annotated bibliography is organized into alphabetically arranged, topical categories, including the following: Adirondacks; agriculture and farm life; American Revolution; archaeology; architecture and historic preservation; Black studies; calendars, maps, and tour guides; census data; economics; education; ethnic studies; family history; literature; government; graphic arts; American Indians; labor studies; legal history; Long Island; military affairs; performing arts; recreation; religion; science and medicine; social history; transportation; upstate community history; urban studies; women's history; and young readers. Each category is divided into sections under the subheadings of "Published in 1980," "Additions to Research and Publications - 1979," and "In Progress during 1979." An extensive index concludes the listing. (RM)

ED 227 047   SO 014 582

McTeer, J. Hugh; And Others

A Comparative Analysis of Career Development Test Scores of Eighth Grade Boys and Girls.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Career Awareness; Career Development; Comparative Analysis; Criterion Referenced Tests; Decision Making; Educational Research; Females; Grade 8; Junior High Schools; Males; Secondary Education; Sex Differences; *Sex Stereotypes; *Student Attitudes

Eighth grade students' knowledge of the principles involved in career choice was investigated to determine whether sex stereotyped attitudes about jobs were present. Scores from the career development section of the Georgia Criterion-Referenced Tests were analyzed for 734 (379 females; 355 males) eighth grade students. The career development section lists 20 objectives covered by the categories of self-understanding, education, work and occupation, and decision making. Eighth grade girls indicated a greater knowledge of principles involving careers than did eighth grade boys. Girls achieved significantly higher scores on 5 of the 20 objectives: recognizes how the ability to get along with people affects getting, keeping, and advancing in a job; how personal characteristics may help or hinder work on the job; that one is responsible for one's own actions and decisions; recognizes how friends can influence personal decisions; and that career planning decisions are justifiable. Of the four categories, girls answered correctly significantly more items than boys in self-understanding and decision making. In the other categories girls correctly answered more items but differences were not significant. The study indicates that the curriculum apparently has not adversely affected females in their development of concepts and knowledge involving

ED 227 077 SP 021 853

Holsinger, Donald B.

Time, Content and Expectations as Predictors of School Achievement i the USA and Other Developed Countries: A Review of IEA Evidence.

National Commission on Excellence in Education (ED), Washington, DC.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 28 Sep 82

CONTRACT- NIE-P-82-0052; NIE-Q-82-0038

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Academic Achievement; *Comparative Education; Course Content; *Curriculum Design; *Developed Nations; Elementary Secondary Education; Expectation; Family Characteristics; Family Influence; *Foreign Countries; Second Language Instruction; Sex Differences; Student Motivation; Student Teacher Relationship; *Tim Factors (Learning); Time on Task

IDENTIFIERS- International Assn Evaluation Educ Achievement; *National Commission on Excellence in Education

An overview is presented of the scope and findings of the International Association for the Evaluation of Educational Achievement (IEA) studies, which analyzed student achievement in 22 nations, one of which was the United States. Using these findings, this paper identifies national differences in the performance of pupils representing the United States and other nations which are part of a set of relatively more developed countries. Three principal considerations in the differences found--time spent on the subject, curriculum content, and student, teacher, and family expectations--are discussed, along with the principal findings: (1) Among more advanced countries and students, there were no marked deviations in the pattern of achievement test scores; (2) Time given to instruction and opportunity to learn were two key characteristics associated with high test scores and achievement; (3) Curriculum content was consistently and significantly related to achievement scores in the less developed countries and to only a slightly smaller degree in the more developed countries; and (4) Inferences with respect to the place of expectations in student achievement were largely limited to personal expectations and motivation of the individual student. (JD)

ED 227 093 SP 021 982

Emans, Robert
Teaching Behaviors in Reading Instruction: A Review of the Research and Critique.
PUB DATE- 24 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Classroom Techniques; Educational Research; Elementary Education; Expectation; Positive Reinforcement; Questioning Techniques; *Reading Instruction; *Reading Research; Student Teacher Relationship; *Teacher Behavior; *Teacher Effectiveness; Time Factors (Learning)

This paper summarizes research findings on teacher behavior and its relationship to student reading achievement. Research studies included in the review identified actual teaching behaviors, included observations of teacher-learner interactions, were limited to elementary school, and were conducted between 1966 and 1972. Subjects covered in the studies include: (1) instructional time and student achievement; (2) direct instruction; (3) classroom climate and teacher management; (4) teacher praise and criticism; (5) teacher expectations; (6) teachers' use of questions; (7) specialized subject matter teaching behaviors; and (8) changing teacher behavior through interactive inservice programs. A discussion is presented on the research methodology used in these studies, the general reliability of research findings, and significant and recurring findings brought forward by this review. A list of 126 references is included. (JD)

ED 227 107 SP 022 221

Snow, Richard E.
Intelligence, Motivation, and Academic Work.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Apathy; Cognitive Processes; *Educational Improvement; *Educational Quality; Futures (of Society); High Schools; High School Students; Learning Motivation; *Student Motivation; *Student Role
IDENTIFIERS- National Commission on Excellence in Education

With respect to the high school student, there has been: (1) a decline over the past 10-15 years in high school student averages in aptitude for learning, in achievement from learning, and in motivation for further learning; (2) an increase in the need for remedial mathematics and reading and writing skill courses for college students; and (3) an even more severe need for remedial instruction for the non-college bound high school graduate, particularly in the military. In reviewing studies done on teenage reading and television viewing habits, it becomes obvious that many teenagers today show little purposive striving toward goals of intellectual development, and they invest little mental effort in learning. General observations of schools today indicate that they are profoundly diverse, porous, loosely-coupled systems and that the education system in general is panacea-ridden. These aspects of schools operate to complicate the problem and to thwart attempts at improvement. Recommendations for improvement include: (1) federal and state policies must be framed as adaptive strategies; (2) instructional strategies within a locale must be adaptive; (3) cognitive psychology needs to be researched more thoroughly; (4) cognitive instructional techniques must be taught to teachers; and (5) technology must be used in the classroom. (JM)

ED 227 199 UD 022 692

Wieseman, Robert A.
Simulation Gaming and Racial Attitudes.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Techniques; Intermediate Grades; Lecture Method; *Racial Attitudes; *Racial Composition; School Desegregation; *Simulation; *Student Attitudes; *Teaching Methods; Urban Schools
IDENTIFIERS- Anti White Scale; *Simulation Games

An experimental study among fifth and sixth graders in three inner-city schools (which were predominantly white, predominantly black, and racially mixed, respectively) investigated the effect of simulation gaming as a teaching technique on students' racial attitudes. In each school, an experimental group was exposed to "Equality," a 4-week simulation game in which students were involved in various readings and role-playing exercises, and then took on different roles as citizens in a community which had to resolve a conflict over school desegregation. Control groups in the three schools were exposed to the same topic in the same amount of time, through the lecture discussion method. Racial attitudes before and after the treatment were measured on the Anti-White Scale. Results indicated that: (1) the racial attitudes of blacks and whites were at the extreme ends of the criterion measure, and neither simulation gaming nor lecture-discussion could significantly change these attitudes; and (2) school racial composition accounted for significant differences in racial attitudes between blacks and whites. (MJL)

ED 226 955 SE 040 354

Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 16, No. 1.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.

PUB DATE- 83
AVAILABLE FROM- Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 ea.).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Cognitive Development; Cognitive Processes; *Educational Research; Elementary Secondary Education; *Estimation (Mathematics); Evaluation; Mathematical Concepts; *Mathematics Achievement; *Mathematics Education; *Mathematics Instruction; Number Concepts; *Problem Solving
IDENTIFIERS- *Mathematics Education Research

Abstracts and comments are presented for 11 studies. There are two each on aspects of problem solving, mathematics achievement, and estimation. The remainder cover topics related to cognitive development, cognitive processes, evaluation, numeration, and student errors. Research as reported in RIE and CIJE between July and September 1982 is also noted. (MP)

ED 227 016 SO 014 499

Senchuk, Dennis M., Ed.
Philosophical Studies in Education: Proceedings of the Annual Meetin of the Ohio Valley Philosophy of Education Society (December 4-5, 1981).
Ohio Valley Philosophy of Education Society, Terre Haute, Ind.
SPONS. AGENCY- Indiana State Univ., Terre Haute. School of Education
PUB DATE- 82
AVAILABLE FROM- Philosophical Studies in Education, 203 Education, Indiana University, Bloomington, IN 47405 ($6.50 individual, $8.00 institutions).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTIONS- Accountability; Aesthetic Values; Corporal Punishment; Discipline; *Educational Philosophy; Educational Principles; *Educational Theories; Elementary Secondary Education; Ethical Instruction; Higher Education; Language Handicaps; Moral Values; School Community Relationship; Teacher Education; Values Education
IDENTIFIERS- Dewey (John); Kohlberg (Lawrence); Phenomenology

Conference papers address selected issues and problems being faced by contemporary educators. The presidential address describes how both analytic and phenomenological philosophers of education can cooperate and, for purposes of illustration, shows how this cooperation can contribute to the field of teacher education. In papers delivered at the general sessions, authors discuss the distinctions among intrinsic and extrinsic valuing, reflective thinking, and the concept of philosophic-mindedness. A variety of topics were addressed at the concurrent sessions. For example, one author considers the issue of schools which don't foster the development of their communities and which, to the contrary, are basically inimical to the feeling of community. Another author claims that to comprehend fully the nature of accountability, it is necessary to understand the nature of indoctrination and the aims of any moral education program. Other topics include corporal punishment, language barriers, an ethical code in teacher training, Dewey and moral education, Kohlberg, and discipline. The publication concludes with the 1981 minutes, a membership list, and style guidelines for manuscripts. (RM)

ED 227 063 SP 021 762

Smith, Margaret M.

Who Teaches Health? Current Issues.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 83
CONTRACT- 400-78-0017
AVAILABLE FROM- ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Educational Needs; *Educational Quality; Elementary Secondary Education; Futures (of Society); *Health Education; Professional Associations; State Standards; *Teacher Background; Teacher Certification; Teacher Qualifications

This publication, offering support for the preservation and implementation of comprehensive school health education programs: (1) determines what comprehensive school health education should be; (2) describes the skills and knowledge that should be required of health educators; and (3) recommends methods for providing effective health education at the elementary and secondary school levels. The first two sections, on health, health education, and comprehensive school health education, offer definitions on the purposes, content, and status of health education. The following two sections investigate who teaches health education in the public schools, and their qualifications, characteristics, certification, and background. The fifth section, on the ideal state of health education, offers four recommendations concerning the preparation of all school personnel and of health educators. Strategies for enhancing teacher preparation, at the national, state, and local levels, are discussed in the sixth section. A list of 115 references is attached. Appendices include statements, from the American Academy of Pediatrics, the National Parent-Teacher Association, the Education Commission of the States, and the Association for the Advancement of Health Education, concerning comprehensive school health education and teacher certification for health education. (CJ)

ED 227 123 TM 830 085

Hallawell, Ann L.
Instrument Catalog.
Western Michigan Univ., Kalamazoo. Evaluation Center.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
Div. of Personnel Preparation.
PUB DATE- 80
AVAILABLE FROM- Evaluation Center, Western Michigan University,
Kalamazoo, MI 49008 ($5.00)
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Adults; *Evaluation Methods; Faculty Development; Higher Education; Inservice Teacher Education; *Measures (Individuals); Observation; Preservice Teacher Education; *Program Evaluation; Questionnaires; Special Education; *Teacher Evaluation; Teachers; Test Format

The Evaluation Training Consortium provides evaluation training and instructional materials, and disseminates evaluation resources to preservice and inservice programs in special and regular education. This publication is a reference to evaluation instruments currently in use by personnel preparation programs. The instruments are described and cross-referenced by the kinds of evaluative purposes they address. The listing of instruments presents seven types of information: (1) instrument number, name, and origin; (2) instrument description; (3) respondent(s); (4) item format; (5) program type; (6) number of pages; and (7) the cost. The catalog has been designed for quick reference as a resource for programs wishing to develop or revise their own instruments. Appendix A contains the "Instrument Summary Critique," which includes a total of 22 criteria for assessing the quality of an instrument. (PN)

ED 227 154 TM 830 167

"Can Johnny Write?" Florida Minimal Writing Skills Assessment. Technical Report, 1978-79.
University of South Florida, Tampa. Coll. of Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Student Assessment Section.
REPORT NO.- MIS-80-11
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Educational Assessment; Elementary Secondary Education; Interrater Reliability; Minimum Competency Testing; Rating Scales; Scores; Scoring; *State Programs; Testing Programs; *Writing Evaluation; *Writing Skills
IDENTIFIERS- *Florida Statewide Assessment Program

This report describes the procedures followed in scoring the October 1978 Florida Minimal Writing Production Skills Assessment and reports the results of that assessment. The assessment was conducted on a sample of Florida public school students in grades 3, 5, 8, and 11. Sections include descriptions of the rating scale and scorer's guide as well as methods for choosing and training scoring personnel. Tables reporting interscorer reliability and discussions of the methods used for resolving scorer discrepancies are also given. The appendices include percentages of students scoring at each point on the rating scale by skill and the percentages of students passing each skill. Also, words which were misspelled by students at least five times are listed with examples of misspellings. This publication would be helpful for curricular analysis of writing production problems and useful as a model for scoring and training writing production assessment personnel. (Author)

ED 227 169 TM 830 191

Smith, Elizabeth P.; And Others
Role Appropriateness of Educational Fields: Bias in Selection.
SPONS. AGENCY- Nebraska Univ., Lincoln. Research Council.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Competence; Employment Practices; Females; Feminism; Higher Education; *Job Applicants; Males; Personality Traits; Personnel Selection; Professional Occupations; *Sex Bias; *Sex Role; Sex Stereotypes
IDENTIFIERS- Bias in Attitudes Survey; *Personal Charm

Bias towards women exists in the selection of applicants to professional and other positions. This research investigated the effects of two rater variables--sex and attitude toward women--and three applicant variables--sex, field (engineering-dietetics), and attributes--(feminine-masculine) upon ratings of competency and personal charm. Analyses yielded different significant effects for the two dependent variables. For competency, significant four-way (subject x feminism x field x attribute) and three-way (subject sex x feminism x applicant sex) interactions were found. For personal charm, a significant three-way (subject sex x applicant sex x field) interaction was found. Results indicate evaluations of applicants are a complex function of the sex and feminist attitudes of the raters as well as the sex, masculine or feminine attributes of the applicant, and gender appropriateness of the chosen field that may vary as a function of the criterion for evaluation. (Author)

ED 227 185 UD 022 665

Scherer, Jacqueline; And Others
Network Investigations: Differences and Similarities. Part III. The Work of Nets.
Oakland Univ., Rochester, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 400-79-0007
AVAILABLE FROM- See UD 022 663 for availability.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Community Organizations; Community Study; Educational Innovation; Elementary Secondary Education; Females; Leadership; *Parent Participation; Racial Relations; *School Community Relationship; School Desegregation; *Social Networks; Sororities
IDENTIFIERS- *Michigan (Pontiac); Parent Advisory Committees

This is the third of a four-part study that explored the function of social networks in school community relationships in Pontiac, Michigan. The research consisted of utilizing any available data on Pontiac to supplement the researchers' in-depth analysis of community networks. This volume begins by discussing modifications in the original research design and reviewing the issues of latency and trust in network analysis. Chapter two describes the history, activities, location in the interorganizational network, and significance in school community relations of the Pontiac chapter of an influential national black sorority. Chapter three outlines efforts to map the helping interorganizational network in the city; based on this analysis, it is concluded that the school is defined by persons both inside and outside as a specialized organization, but not a helping organization. Chapter four explores the history, activities, and network structure of Pontiac's Coalition for Community Change, while chapter five provides similar information for the Parents' Advisory Group. The final chapters of the book focus on the school system, its relationship with community organizations, and the importance of community politics and racial relations in such issues as desegregation. In conclusion, the potential role of social networks in educational innovation is considered. (GC)

ED 227 001 SE 040 910

Schlenker, Richard M.; Perry, Constance M.
A Survey Review of Visual Literacy 1965-1975 with a Slant toward Science Education.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; Color; Diagrams; *Educational Research; Elementary Secondary Education; Higher Education; Literature Reviews; *Material Development; Media Selection; *Science Education; *Slides; Transparencies; *Visual Aids; *Visual Literacy
IDENTIFIERS- Science Education Research

Visual literacy literature published during 1965-1975 was surveyed. Entries cited in psychological abstracts, dissertation abstracts, Scientific American, Resources in Education (RIE), and Current Index to Journals in Education (CIJE) were grouped under the following categories: definition, information transmission, advanced organization, attention holding ability, and media construction (the largest category). General trends within each category are discussed. Definitions of visual literacy are considered in the first category, defining a visually literate person as one able to perceive and understand a situation when using pictures of 35mm slides, complemented by either oral or written instruction. Modes of information intake and reproduction and visual/verbal organizers, as they affect learning, are then discussed. The realism theory and related variables are reviewed in the media construction category. Continuum theorists hypothesize that visuals at the realistic end of the spectrum facilitate greater amounts of learning than visuals from other locations on the continuum, bounded at one end by simple abstract "line drawings" and at the other end by photographs of the actual object. This theory was found not to hold since a greater amount of learning was facilitated by simple line abstract drawings. Suggestions for future research related to missing visual literacy links are provided. (Author/JN)

careers. (KC)

ED 227 048 SO 014 587

Beardsley, Donna A.
Social Values, Interpersonal Relationships, Bibliotherapy, and the Social Studies.
PUB DATE- 24 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Attitude Change; *Bibliotherapy; *Change Agents; Elementary Secondary Education; *Ethical Instruction; *Interpersona Relationship; Mainstreaming; Research Needs; Social Studies; *Socia Values

Bibliotherapy, the use of reading materials to examine one's personality, contributes to adjustment, growth, development, and remediation. Accordingly, social studies reading materials at both elementary and secondary levels have the potential for changing human behavior while transmitting knowledge, creating further interest among children in the social studies, and promoting a renewed emphasis on curriculum development and instruction in values education. For example, storytelling can maintain a personable and harmonious relationship between storyteller and audience. Many listeners might not have otherwise picked up a book to read for themselves; thus, storytelling reaches a number of children who might otherwise have been left out. Of immediate interest to social studies educators would be the improvement of social attitudes of regular students toward their handicapped peers. To date, however, little formal research on bibliotherapy and the social studies has occurred. Research is needed to determine which groups might best benefit from reading materials with identifiable social goals. (KC)

ED 227 138 TM 830 134

House, Gary D.
A Review of the Personal Profile System.
PUB DATE- 5 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Evaluation Methods; Raw Scores; *Self Concept Measures; *Self Evaluation (Individuals); Test Interpretation; *Test Reliability; *Test Reviews; *Test Validity
IDENTIFIERS- *Personal Profile System

The Personal Profile System (PPS) is a self-referent device to measure behavioral responses of individuals on the dimensions of dominance, inducement of others, steadiness, and compliance. The PPS booklet contains: (1) a measurement device which generates scores for each dimension, (2) graphs for plotting obtained scores, (3) directions for interpreting scores, and (4) interpretation formats. PPS was reviewed from several perspectives: the meaning and validity of its measurement task and scoring; its interpretation; its adherence to the theory upon which it is based; the evidence concerning its validity and reliability. It was found that all obtained scores misrepresent their actual level of measurement. Results indicate that interpretations are based upon misleading and inappropriately determined numbers. The instrument departs somewhat from its theoretical model, and available evidence is heavily against an objective judgment of instrument validity. No evidence of reliability was found. (Author/PN)

ED 226 940 RC 013 926

SCOPE (Standardized Curriculum-Oriented Pupil Evaluation) Mathematics. Test Book Grade Five.

Northwest Territories Dept. of Education, Yellowknife. Programs and Evaluation Branch.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Arithmetic; Criterion Referenced Tests; Decimal Fractions; *Elementary School Mathematics; *Fractions; *Grade 5; Intermediate Grades; Number Systems; Quantitative Tests; Test Items; Whole Numbers
IDENTIFIERS- *Standardized Curriculum Oriented Pupil Evaluation

The SCOPE Mathematics Achievement Test booklet for grade 5 presents 11 mathematical concepts with instructions for students to take the test with little or no teacher direction. Testing items include: writing number words; reading and writing numerals in sequence from 0.001 to 100,000; adding and subtracting whole numbers; multiplying up to four digits by three digits; dividing with a remainder, up to a six-digit dividend by a two-digit divisor; dividing multiples of 100 by 100; rounding off decimals to wholes, 10ths, and 100ths; using the correct order of operation in a two-step problem; reading and translating Roman numerals to MCMLXXX; applying the distributive property to division; identifying numbers as prime or composite; performing prime factorization on numbers to 64; and using arithmetic mean. Other items include dividing money; reading and writing decimals to 1,000ths; expanding decimal numerals using expanded notation to two decimal places; adding, subtracting, and multiplying decimals; dividing decimals to 100ths by single digit whole numbers; understanding and using the terms proper fractions, mixed numerals, numerator, and denominator; using ordered pairs to construct graphs; adding and subtracting linear and mass units; distinguishing between right and non-right triangles; and identifying a motion as a slide, flip, or turn. (ERB)

ED 227 032 SO 014 560

Estes, Jack
Anthropology and Popular Culture: A Case Study.
PUB DATE- 1 May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Anthropology; Case Studies; *Group Behavior; *North American Culture; *Popular Culture
IDENTIFIERS- *Mount Saint Helens

The study of popular culture in the United States is an appropriate anthropological endeavor, as evidenced in a case study of the volcanic eruption of Mt. St. Helens in Oregon. By examining its popular arts, anthropologists gain understanding of the culture and its people. For example, an analysis of reactions to the Mt. St. Helens eruption reveals the importance of symbolic rituals and tribal participation. This event triggered American entrepreneurship through the sales of souvenir items, establishment of cleaning services, and business sales commemorating the eruption. Human interest reports of people killed in the eruption have grown into legend, particularly in the case of Harry Truman, who refused to leave his home in the face of death. The behavior of nearby residents can also be analyzed. People learned how to cope with the after-effects of the incident, created a status hierarchy based on the proximity of one's home to the volcano, and established annual celebrations. The incident, therefore, illustrates people's search for wealth, control, understanding, significance, life, and community. (KC)

ED 227 094 SP 022 069

Sjogren, Cliff
College Admissions and the Transition to Postsecondary Education: Standards and Practices.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 23 Jun 82
CONTRACT- NIE-P-82-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Standards; *Access to Education; *Admission Criteria; College Entrance Examinations; *College School Cooperation; Futures (of Society); Government Role; Grade Point Average; High Schools; Land Grant Universities; Open Enrollment; *Postsecondary Education; Secondary School Curriculum; Selective Admission; Standardized Tests; Two Year Colleges
IDENTIFIERS- National Commission on Excellence in Education

In this review of college admission practices, four areas are analyzed: (1) changing patterns of admission standards and practices and factors that have influenced those changes during the past 25 years; (2) importance assigned to high school achievement, test scores, and other criteria in arriving at admission decisions; (3) influence of college admission standards and processes on high school curricula; and (4) practice of awarding college credit to students who are enrolled in high school. Following a description of the criteria that are generally used for individual admission decisions, an overview is presented of admission practices during each of four "eras" that fell within the period of 1957-81: (1) Sputnik Era (1957-60); (2) Post War Baby Boom Era (1964-67); (3) New Groups Era (1971-74); and (4) Stable Enrollment Era (1978-81). The paper concludes with a brief look at the immediate future. A bibliography is included. (JD)

ED 227 200 UD 022 693

Nussel, Edward J.; Wiersma, William
Inservice Education in Multicultural Education and Its Effect on Teacher Attitudes.
PUB DATE- 27 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrators; *Attitude Measures; *Cultural Awareness; Elementary Secondary Education; *Inservice Teacher Education; *Multicultural Education; *Program Effectiveness; *Teacher Attitudes
IDENTIFIERS- *Minnesota Teacher Attitude Inventory

This paper reports on the use of the Minnesota Teacher Attitude Inventory (MTAI) to measure scores of teachers participating in a multicultural education institute, which focused on cultural factors in learning and the development of creative educational materials. First, the paper discusses the problem of teachers' maintaining positive attitudes toward multiculturalism (as measured by the MTAI) after the inservice training experience concludes. Efforts to improve the effects of the inservice program by encouraging mutual support among teachers and administrators are then described and MTAI results of the 1981 participants are favorably contrasted with the results of 1966 and 1967 participants. It is concluded that follow-up activities and improved institute content reversed the earlier trend of regression after a short term gain. (GC)

ED 226 956 SE 040 355

Tall, David, Ed.

Proceedings of the International Conference for the Psychology of Mathematics Education (3rd, Coventry, England, July 9-14, 1979).

Warwick Univ., Coventry (England). Warwick Mathematics Education Research Centre.

SPONS. AGENCY- International Group for the Psychology of Mathematics Education.

REPORT NO.- ISBN-0-902638-06-3
PUB DATE- Jul 79
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Conference Papers; *Educational Psychology; Educational Research; Educational Technology; Elementary Secondary Education; Higher Education; Learning Theories; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Psychology
IDENTIFIERS- *Mathematics Education Research; *Psychology of Mathematics Education

This document consists entirely of materials presented at the Third International Conference held at Warwick University, England, from July 9 through 14, 1979. The items are collected and listed alphabetically by author. An opening address is included, and a total of 45 papers are presented, covering a wide variety of topics. (MP)

ED 226 971 SE 040 711

Ediger, Marlow
Old Order Amish Pupils, Culture, and Mathematics Achievement.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Amish; Cultural Influences; Educational Research; *Elementary School Mathematics; Elementary Secondary Education; Ethnic Groups; *Mathematics Achievement; Mathematics Instruction; Sociocultural Patterns; *Testing
IDENTIFIERS- *Mathematics Education Research

Following a brief discussion of some characteristics of the Amish culture and schools, data from the Iowa Test of Basic Skills are reported for 23 pupils in grades 3, 4, 6, 7, and 8 in Pleasant Hill School near Bloomfield, Iowa. Thirteen pupils scored at or above the fifteenth percentile in mathematics concepts; 17 were at or above that level in problem solving; and all 23 were above the fifteenth percentile in computation. For the composite score, 19 pupils scored at or above the fifteenth percentile. (MNS)

ED 226 987 SE 040 728

McDonald, Judy
Tides. Marine Science Curriculum Aid No. 5. Sea Grant Report 80-2.
Alaska Univ., Anchorage.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC
Rockville, Md. National Sea Grant Program.
PUB DATE- Dec 80
GRANT- NA79AA-D-00138
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Earth Science; Environmental Education; *Oceanograph
*Science Activities; Science Education; Secondary Education;
*Secondary School Science
IDENTIFIERS- Alaska; *Marine Education; *Tides

This manual, developed for use in Alaskan secondary schools, is o of a continuing series designed to provide basic information about the marine environment and Alaskan marine resources. The first part of the manual presents information about tides, focusing on: the nature of tides; cause of tides; factors related to tidal movement; types of tides; tidal range; tide prediction; tide books; tidal currents; and tidal current books. A glossary of key words is also included. The second part consists of six student projects. These include making a corrected tide table for an area, making tide heights on a beach, plotting tide curves, visiting a local National Ocean Survey Tide Station, making a corrected tidal current table for an area, and measuring tidal current velocities. (JN)

Korth, Willard; Ferrero, Grace

Ascertaining Learning Needs of Students Entering an Upper Level Teacher Education Program.

PUB DATE- 23 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Admission Criteria; *Basic Skills; *Educational Diagnosis; *Educational Testing; Education Majors; Higher Education; Language Arts; Preservice Teacher Education; Reading Skills; Remedial Instruction; Sciences; Social Studies; Standardized Tests; *Student Characteristics; *Student Evaluation
IDENTIFIERS- University of Pittsburgh PA

An educational testing program at the University of Pittsburgh (Pennsylvania), developed for juniors entering its school of education, evaluates their characteristics, the nature and extent of subject matter weaknesses, the need for and nature of remediation, and the relation of subject matter and basic skill achievement to success in methods courses. Three standardized tests are used: (1) the Nelson-Denny Reading Test, which provides standardized scores on vocabulary and reading comprehension, accompanied by tests in oral English and writing; (2) the Sequential Tests of Educational Progress (STEP) II Science Test, which determines general scientific literacy; and (3) the Iowa Test of Basic Skills, which assesses students' competency in skills needed to teach children social science. A fourth test was developed to assess competency in mathematics taught in the elementary school. Additional standard tests are used to measure students' attitudes toward classroom control, orientation toward reinforcement, and cognitive skills. A report is given on the data obtained from testing 123 prospective education majors, including a narrative analysis and illustrative tables. The value of the testing program in determining where remedial work is needed is discussed. (JD)

ED 227 078 SP 021 861

Stein, Jay W.
The Foundations of Education as an Academic Area in the Preparation of Teachers with Emphasis on the Social and Cultural Foundations of Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Education; Change Agents; Core Curriculum; *Course Content; Educational Sociology; *Foundations of Education; Higher Education; *Program Effectiveness; *Relevance (Education); Teacher Education; *Teacher Education Curriculum; *Textbooks

Misunderstandings and confusion surrounding the relevance and inclusion of foundations of education courses in teacher education curriculum are analyzed to identify the meaning and assess the validity of the term "foundations." An analytical survey made of 75 textbooks used in such courses examined texts with similar content or titles, e.g., problems and issues, social perspectives, changes and trends, challenge and reform, and other concept words followed or preceded by the words "education," "schools," or "teaching-learning." A critical examination was also made of various foundations of education courses, offered by 800 institutions, and their content, coverage, and problems with definition and scope. To examine the image of the field of educational foundations, a search was made of library classifications which might indicate publications dealing with the topic. Using the criteria of "professionalism" as generally agreed upon by textbook authors, the study area of educational foundations was analyzed in an attempt to delineate it as a distinct academic field. Suggestions on making studies in educational foundations more effective are offered. (JD)

ED 227 108 SP 022 222

Adelson, Joseph
Twenty-Five Years of American Education: An Interpretation.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 28 Sep 82
CONTRACT- NIE-P-82-0046
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Standards; Access to Education; Admission Criteria; Discipline; Educational Change; *Educational History; Educational Philosophy; Equal Education; *Family School Relationship; Grade Inflation; Higher Education; *Public Opinion; Secondary Education; *Social Attitudes; Student Attitudes; *Student School Relationship; Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- National Commission on Excellence in Education

This paper explores the ideological changes which have influenced American education during the past 25 years. Gradual shifting of values and fluctuating attitudes are examined in the broad areas of authority, educational theory, the idea of merit, and moral perspectives. It is pointed out that public disastisfaction with the schools has been felt for well over a decade and that it has been responsive to the actual vicissitudes of American schooling, specifically the easing of both academic and disciplinary demands. It is also noted that the public's attitude toward schooling is not shared by a great many experts in education, who may agree that there has been a decline in quality, but see this as the price to be paid for universal education. In probing changes in the philosophy of education, an effort is made to clarify the reasons for the loss of consensus as to the functions of the schools and the values they are meant to embody and teach. (JD)

ED 227 124 TM 830 086

Caywood, Clarke L.
Matching the Research Environment to the Research Method: A Decision Model for Increasing the Likelihood that Evaluation Research Will Be Utilized.
PUB DATE 1 Oct 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Data Collection; Decision Making; *Environment; *Evaluation Methods; *Evaluation Utilization; Models; Organizational Climate; Policy Formation; *Research Methodology; Research Needs; *Research Problems

One problem faced by researchers is the selection of the most appropriate research method or methods, given the context of the research setting. This dilemma does not concern the choice of the best research method given the program objectives or research questions, nor the selection of the best state-of-the-art methods. The issue concerns the matching of the research method with the organization environment. It is possible that under certain specifiable environmental conditions, the researcher may select research methods for data collection and analysis that are neither ideal nor fully scientifically justifiable. However, the appropriate matching of the method with the environment may increase the likelihood that the design and report will be accepted by decision-makers at the program or policy level. A simple model is presented as a decision tool, with four key variables (political complexity, technical complexity, scale, and cost-benefit ratio) identified as principle dimensions of the decision environment. (Author/PN)

ED 227 170 TM 830 194

Major, Harriet; Plake, Barbara S.
Gender-Linked Perceptions and Causal Attributions of Female/Male Competencies.
SPONS. AGENCY- Nebraska Univ., Lincoln. Research Council.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Attitude Measures; *Competence; Females; Feminism; Higher Education; *Intellectual Disciplines; Majors (Students); Males; Personality Traits; *Sex Differences; *Sex Role; *Student Attitudes
IDENTIFIERS- *Gender Identity; Masculinity Femininity Variable

Undergraduate students (N=518) rated graduate application materials for males or females applying to traditionally perceived masculine or feminine fields. Independent variables were rater's pro/anti feminism, sex of subject, sex of referent, sex of field, and sex of attributes. Dependent variables were academic competence, personal dynamics, general rating, effort/ability, and luck. Perception of the applicant was affected by the rater's sex and attitude toward women and the match between the applicant's sex with gender of the chosen field of study. Masculine attributes were associated with academic competency. Males more often attributed success to effort/ability. Perception of luck in success was related to match of sex of referent, field, and attributes. The appendix contains an example of the attitude inventory on feminism. (Author/CM)

ED 227 017 SO 014 501

Smith, Melinda R., Ed.; And Others
Law in U.S. History: A Teacher Resource Manual.
New Mexico Law Related Education Project, Albuquerque.; New Mexico State Dept. of Education, Santa Fe.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Child Labor; Civil War (United States); Colonial History (United States); Constitutional Law; Industrialization; *Interdisciplinary Approach; Labor Legislation; Laws; Learning Activities; *Legal Education; Modern History; Revolutionary War (United States); Secondary Education; Slavery; *United States History; Voting Rights
IDENTIFIERS- Supreme Court

By completing these self-contained, supplementary activities, secondary students will learn about important law-related issues and themes in American history. When students recognize the vital constitutional issues of different periods in history they are helped in understanding the social, political, and economic forces which shaped those periods. The activities are grouped into four sections roughly corresponding to the chronological periods of most U.S. history courses: Colonial Period through the Revolution; Growth of a New Nation; Civil War through Industrialization; and the Modern Era. Examples of activity topics include the Salem witch trials, freedom of the press in colonial America, colonial opinion on the eve of the Revolution, the Constitution, the Bill of Rights, slavery, labor recognition, child labor, the Supreme Court, Pentagon Papers, Watergate, and voting rights. Teaching methods include opinion polls/surveys, role plays, simulations, case studies, and mock trials. Each activity presents a description, lists objectives, recommends time allocations, and explains the procedures for using it. (RM)

ED 227 139 TM 830 137

Acock, Alan C.
Theory and Data: Theory Construction Using Linear Structural Models in Family Research.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Data Analysis; *Family (Sociological Unit); *Models; Path Analysis; *Research Methodology; Scientific Concepts; *Theories
IDENTIFIERS- *Structural Equation Models; *Theory Development

Family research has been hindered by a reliance on either empirical relationships or abstract theoretical claims. There has been no effective way to bridge the gap between statistical relationships and theoretical propositions. The application of linear structural equation models helps to bridge this gap. Empirical propositions are not developed. Rather, the statistical relationships between imperfectly measured variables are used to estimate the true effects between theoretical propositions. In this sense theory and method are brought together. This approach to theory construction allows for surplus meaning in theoretical constructs and emphasizes systemic meaning for these concepts. The approach is especially valuable for subjective orientations such as symbolic interaction. It is applied here to an example of family research. (Author/CM)

ED 227 155　　TM 830 168

Changes in Student Performance by Achievement Class and Modal Grade: A Different Look at Assessment Data in Reading, Science and Mathematics. Technical Report.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

SPONS. AGENCY- Education Commission of the States, Denver, Colo.; National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89398-479-5; NAEP-SY-RSM-21
PUB DATE- Dec 82
CONTRACT- OEC-0-74-0506
GRANT- NIE-G-80-000g
AVAILABLE FROM- National Assessment of Educational Progress, 1860 Lincoln St., Suite 300, Denver, CO 80295 ($9.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Achievement Rating; Achievement Tests; *Educational Assessment; Elementary Secondary Education; *Federal Programs; *Grading; High Achievement; Low Achievement; Mathematics Achievement; Racial Differences; Reading Achievement; Science Education; Student Evaluation; *Test Results
IDENTIFIERS- *National Assessment of Educational Progress

An overview of results from the National Assessment of Educational Progress in reading, science, and mathematics for American students during the 1970's -- ages 9, 13, and 17 -- is presented. Results are for three learning areas commonly accepted as critical to the maintenance of our increasingly technological society. Data on performance have been analyzed using "achievement class" and modal grade -- a new departure for National Assessment. The report attempts to answer such questions as: Were the performance patterns different in these three areas? Were the patterns different for low achievers and for high achievers? Were the performance patterns different for students in their modal grades and students below modal grades? Primary type of information provided by report: Results (Technical) (Overview). (Author/PN)

ED 227 186 UD 022 666

Scherer, Jacqueline
Executive Summary and Policy Recommendations. Part IV. The Work of Nets.
Oakland Univ., Rochester, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 400-79-0007
AVAILABLE FROM- See UD 022 663 for availability.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Community Organizations; Credibility; *Educational Innovation; *Educational Research; Elementary Secondary Education; *Network Analysis; *School Community Relationship; School Desegregation; Social Networks; Social Science Research
IDENTIFIERS- *Michigan (Pontiac); National Institute of Education

This summary, the last of a four-part study of social networks in Pontiac, Michigan, presents highlights from the three previous volumes and advocates the use of network research for understanding the dissemination process in educational innovation. Based on the conclusion that social networks provide a metaphor for understanding complex social relationships and for illustrating the importance of trust among units in a system, the following considerations and recommendations are offered to the National Institute of Education (NIE), the funding agency: (1) appropriate methodology is needed for educators interested in social network research; (2) research dealing with the nature of innovations, rather than networks per se, may be more useful to the NIE; (3) NIE should give attention to ethical issues in community studies; (4) a copy of all federally funded research reports should be made available to the community studied; (5) historical, social, and interorganizational data should be considered as integral parts of research; (6) school personnel should be considered more in research on school community relations; (7) relations between school and community should be more systematically organized; (8) programs designed to improve race relations should be continued in desegregated schools and in the community; (9) the financial support and promotion of interorganizational networks may be more fruitful than the support of individual associations; and (10) educational change is inseparable from community change. (Author/GC)

ED 226 972 SE 040 712

Ediger, Marlow
Old Order Amish Pupil Achievement in Work Study Skills.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Amish; Cultural Influences; *Educational Research; Elementary Secondary Education; Ethnic Groups; *Map Skills; Sociocultural Patterns; *Study Skills; *Testing

Following a brief discussion of some characteristics of the Amish culture, data on work study skills from the Iowa Test of Basic Skills are reported for 23 pupils in grades 3, 4, 6, 7, and 8 in Pleasant Hill School near Bloomfield, Iowa. Percentile ranks ranged from 5 to 83. Eleven pupils scored above the fifteenth percentile on map skills and on use of reference materials, while 12 were above the fifteenth percentile on the total score for the Work Study Skills subtest. (MNS)

ED 227 002 SE 040 917

Hart, Maurice
Computer Programming and Algebra. The Nottingham Programming in Mathematics Project.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Algebra; *Computer Oriented Programs; Computers; Course Descriptions; Curriculum Development; Educational Research; Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Geometric Concepts; *Mathematical Concepts; *Mathematics Instruction; Problem Solving; *Programing; *Secondary School Mathematics
IDENTIFIERS- BASIC Programing Language; England; Mathematics Education Research; *Nottingham Programming in Math Project

After noting that research and development reports indicate that there are strong psychological arguments for approaching algebraic concepts through the use of computer programming, the work of the Nottingham Programming in Mathematics Project with pupils aged 11-13 is briefly described. What is meant by understanding of a concept and how pupils view particular concepts are discussed. Specific mathematics problems are included, as well as data from a comparison of groups using or not using computers. (MNS)

ED 227 033 SO 014 561

Lonzetta, Margaret H.
Community Education.
World Affairs Council of Philadelphia, Pa.

PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Citizenship Education; *Community Organizations;
Educational Objectives; Elementary Secondary Education;
Extracurricular Activities; *Global Approach; Inservice Education;
Magnet Schools; Program Descriptions; School Community Relationship
Social Studies; *World Affairs

Three major components of programs offered to public school students and teachers by the World Affairs Council of Philadelphia are described. One of the organization's major objectives is to prepare students for responsible roles as citizens and community leaders. The first component features a certified social studies teacher as liaison with the council to coordinate programs such as model United Nations and Senate Foreign Relations Committee, current events seminars, and briefings at agencies in Washington, D.C., and New York. The second component consists of the Education in World Affairs project, comprised of elementary and secondary school students with low scores on nationally standardized tests. The program offers materials, field trips, and resource persons as part of its social studies enrichment curriculum. The third component is the Philadelphia High School for International Affairs, a magnet school co-sponsored by the School District of Philadelphia and the World Affairs Council. The curriculum includes special global studies courses and requires 4 years of a foreign language. Programs for teachers include inservice courses, staff development sessions, workshops, and one-time events bearing on a crucial world issue. (KC

Datan, Nancy; And Others

Tradition, Modernity, and the Transitions of Middle Age in Five Israeli Sub-Cultures.

Israel Inst. of Applied Social Research, Jerusalem.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Aging (Individuals); Attitudes; Behavior Change; *Biological Influences; *Cultural Influences; Ethnic Origins; Females; *Jews; Middle Aged Adults; *Midlife Transitions; *Modernization; Social Change; Social Influences; Social Science Research
IDENTIFIERS- *Israel; Traditionalism

A study of middle-aged women in five Israeli sub-cultures--immigrant Jews from central Europe, Turkey, Persia, and North Africa and Israeli-born Muslim Arabs--reflects the expectation that culture may shape the response to biological change. The study was carried out in four phases. First, psychiatric interviews were conducted with 55 women. In the second phase, 1148 women were surveyed concerning their psychosexual history, attitudes toward climacterium, menopausal symptomatology, social roles and role satisfactions, and psychological well-being. In the third phase, 697 of the 1148 women underwent a medical examination. The final phase consisted of follow-up psychiatric interviews with 160 subjects. Findings show that the response to middle age and to climacterium is shaped by ethnic origin, there is no linear relationship between psychological well-being and the degree of modernity, and the cessation of fertility is welcomed by women in all cultures. (RM)

ED 227 201 UD 022 694

London, Clement B.G.

Anthropology of the Classroom: Cultural Diversity, Its Meaning and Significance for Human Understanding, Communication and Student Interaction.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Acculturation; *Classroom Environment; *Classroom Research; *Cultural Pluralism; Curriculum Development; *Educational Anthropology; Elementary Secondary Education; Inservice Teacher Education; *Research Needs; Social Influences; Student Teacher Relationship

Rapid sociocultural and technological changes in American society demand that concomitant changes in education be made, based on a holistic view of the vast number of factors that affect education and life. Cultural anthropology, which emphasizes both holistic observation and analysis of micro situations, lends itself to the research approach needed to gain such a perspective, especially in combination with approaches provided by the other disciplines. A broad approach is especially significant in view of the multiethnicity of American society due to immigration. The problems and challenges for reform that face educators of culturally diverse populations raise questions that are difficult to answer from a narrow perspective. For instance, adopting either an assimilationist or a cultural pluralist ideology alone in dealing with educational change will result in incomplete analyses of situations. Collaboration among the disciplines is needed to provide a total picture of educational needs, and emphasis on cultural anthropology, especially the anthropology of the classroom, will greatly help efforts to improve education through a better understanding of student needs, teacher needs, and classroom communication processes. (MJL)

ED 226 941 RC 013 927

SCOPE (Standardized Curriculum-Oriented Pupil Evaluation)
Mathematics. Test Book Grade Six.
Northwest Territories Dept. of Education, Yellowknife. Programs and Evaluation Branch.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Arithmetic; Criterion Referenced Tests; *Elementary School Mathematics; Fractions; *Grade 6; Integers; Intermediate Grades; Quantitative Tests; Ratios (Mathematics); Test Items
IDENTIFIERS- *Standardized Curriculum Oriented Pupil Evaluation

The SCOPE Mathematics Achievement Test booklet for grade 6 present 12 mathematical concepts with instructions for students to take the test with little or no teacher direction. Testing items are: dividing with remainder, up to a six digit dividend by a three digit divisor; using correct order of operations in three-step problems; applying exponential notation as a shorthand when factoring and writing expanded notation; making practical applications of the arithmetic mean; dividing decimals to 1,000ths by whole numbers, and decimals to 10ths; evaluating fractions in decimal form to a stated number of decimal places; understanding and using the terms improper fractions and equivalent fractions; identifying equivalence; and adding and subtracting fractions with common denominators. Other tested items presented are: identifying percent; interpreting simple ratio situations; expressing and generating proportional ratios; using ordered pairs in all four quadrants; using simple ratio to produce and read scale drawings; using formulae for triangles, regular quadrilaterals, and rectangular solids; identifying triangles as equilateral, isosceles, or scalene; identifying parts of a circle; substituting in and evaluating simple formulae; solving simple equations; and identifying and ordering integers. (ERB)

ED 226 957 SE 040 356

Wagner, Sigrid, Ed.
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Educati (4th, Athens, Georgia, October 23-25, 1982).
Georgia Univ., Athens. Dept. of Mathematics Education.; Internatio Group for the Psychology of Mathematics Education. North American Chapter.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Conference Papers; *Educational Psychology; Educational Research; Educational Technology; Elementa Secondary Education; Higher Education; Learning Theories; Mathematical Concepts; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Problem Solving; Psychology; Teacher Education
IDENTIFIERS- *Mathematics Education Research; *Psychology of Mathematics Education

The materials collected here were presented at the fourth annual meeting held October 23 through 25, 1982, at the University of Georgia. The papers are grouped under the following headings: Mathematical Abilities; Understanding; Early Number; Adolescent Reasoning; Problem Solving; Teaching and Teacher Education; and Technology. Space limitations required that the papers be short, bu each item is viewed to be state-of-the-art work in its field. The document concludes with an author index, mailing addresses, and an addendum consisting of three additional papers. (MP)

ED 226 988 SE 040 729

Zamm, Michael; Hurtado, Denise

Training Student Organizers Curriculum.

Council on the Environment of New York City, N.Y.

SPONS. AGENCY- EXXON Corp., New York, N.Y.; McDonald's Corp., Oak Brook, Ill.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Air Pollution; *Citizen Participation; *Energy Conservation; *Environmental Education; Higher Education; Noise (Sound); Physical Environment; Pollution; Secondary Education; Solid Wastes; *Student Projects; *Urban Improvement; Wastes; Water Quality; Water Resources

The purpose of this curriculum is to help teachers and field supervisors at the college, high school, and advanced junior high school level train students to organize environmental improvement projects. It can also be used by graduate/undergraduate students who are supervising secondary school students. The curriculum may be started at any point and used within the framework of a regular course, most lessons fitting into the usual 40-50 minute class period. Part I consists of five units related to urban environmental issues and improvement projects. These units focus on energy conservation; urban design/neighborhood open space beautification; solid waste; water sources/quality; and air pollution. Each unit includes an introduction, instructional strategies, and suggested student projects. Suggested activities related to noise, food pollution, and hazardous wastes are also included. Part II consists of six units related to organizing an environmental improvement/citizen participation program. Units focus on rationale for citizen participation; needs assessment and project selection; project planning and initial field organizing; project monitoring and ongoing participation strategies; evaluation methods; and a final unit focusing on legislative action. Aims and instructional strategies are provided for each of these units. (JN)

ED 227 079 SP 021 863

Educating a Profession: Profile of a Beginning Teacher.
American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Admission Criteria; *Beginning Teachers; Graduation Requirements; Higher Education; Liberal Arts; *Preservice Teacher Education; Schools of Education; *Teacher Characteristics; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Effectiveness; *Teacher Qualifications

This booklet, which outlines the knowledge and skills that should be guaranteed by graduation from a teacher education program, advocates a strong emphasis on general education, the disciplines underlying pedagogy, the teaching specialty content, and an enriched study and practice of pedagogy. A profile is offered of the competencies beginning teachers should command and of the qualities that should be contained in programs offered by schools of education. Principal elements of critical components in teacher education are discussed: (1) general education component, which provides a sound foundation in the liberal arts and sciences; (2) preprofessional studies, in which prospective teachers study subjects that provide a theoretical base and related skills in the social and behavioral sciences; (3) academic specialization component, the in-depth study of the subject that the prospective teacher will teach; and (4) professional studies component, which transforms the educated individual into a professional teacher. It is pointed out that field and clinical laboratory experiences enable teacher candidates to master pedagogical knowledge and skills to a level which allows them to enter the classroom with the confidence of knowing how to cope with planned and unexpected events. (JD)

Maehr, Martin L.
Motivational Factors in School Achievement.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 15 Nov 82
CONTRACT- 400-81-0004
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *Academic Aspiration; Cultural Background; Elementary Secondary Education; Individual Development; *Learning Motivation; Locus of Control; Parent Attitudes; Personality Traits; *Self Concept; Social Influences; *Social Values; Student Educational Objectives; *Student Motivation; Technological Literacy
IDENTIFIERS- *National Commission on Excellence in Education

A summary is presented of the literature on motivation relating to achievement in the classroom. Special attention is given to how values, ideology, and various cultural patterns may serve to enhance motivation to achieve in the classroom. In considering what determines motivation and personal investment in educational pursuits, the following factors are discussed: (1) individual personality; (2) teacher expectations; (3) dimensions of academic tasks; (4) sociocultural expectancies; and (5) family background and aspirations. Recent research on motivation and achievement provides discussion on the increasing emphasis being placed on judgments that the individual makes in relationship to perceived situations. Four components that figure prominently in motivation are discussed: (1) self-identity; (2) perceived autonomy and responsibility; (3) sense of direction; and (4) sense of competence. In the final section, certain conclusions are identified that may be useful in planning policy changes to improve schooling. (JD)

ED 227 109 SP 022 223

Duckworth, Kenneth
Intelligence, Motivation, and Academic Work: An Operations Perspective.
National Commission on Excellence in Education (ED), Washington, DC.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 25 Mar 83
CONTRACT- NIE-P-82-0026
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Aspiration; Cognitive Processes; Educational Change; Educational Improvement; Independent Study; *Learning Motivation; *Metacognition; Personal Autonomy; Secondary Education; *Self Actualization; *Student Motivation; *Student Role; Student Teacher Relationship; *Teacher Guidance
IDENTIFIERS- National Commission on Excellence in Education

A critique is offered of three papers on the student's role in learning. The first, by Robert Sternberg and Richard Wagner, makes connections between cognitive processing of information and the metacognitive processing of one's own approach to a situation and the information contained therein. The second, by Deborah Stipek, implies that metacognitive processing depends upon intrinsic motivation and may be stunted by structured extrinsic reinforcement. The third, by Walter Doyle, holds that evaluation and control pressures in classrooms are detrimental to intelligence and motivation to learn. Each paper is synthesized and a set of recommendations is offered for the redefinition of the student role in learning. Four approaches are discussed: (1) build on the foundations of direct instruction; (2) distinguish short-term and long-term values of learning; (3) develop student capacity for self-management of work; and (4) ground higher-order learning on ideals and exemplars. A discussion is presented of the work conditions required for teachers to implement the sort of curricular ideas suggested in the papers, focusing on management of teachers' agendas, resources, and incentives. Implications for school administrators and policy makers are considered. (JD)

ED 227 125 TM 830 089

Gomez, Albert S.
New Mexico Standardized Testing Program Report, 1980-81.
New Mexico State Dept. of Education, Santa Fe. Evaluation, Assessment, and Testing Unit.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Academic Achievement; *Achievement Tests; *Basic Skills; Elementary Secondary Education; Language Skills; Longitudinal Studies; Mathematics Achievement; National Norms; Reading Achievement; School Districts; Science Education; Scores; Social Studies; Standardized Tests; *State Programs; *Testing Programs; *Test Results
IDENTIFIERS- *Comprehensive Tests of Basic Skills; *New Mexico

New Mexico school districts participated in the 1980-81 Statewide Testing Program at grades 5, 8, and 11, to measure achievement in basic skills using the Comprehensive Tests of Basic Skills. Longitudinal comparisons by years (1979, 1980, and 1981) and grade level, and item analyses assessing students' performance in meeting instructional objectives and content are shown in reading, language, mathematics, reference skills, science, and social studies. The test results indicate national percentile ranks, the percentage of students who scored above the 50th percentile, and a distribution of the percentage of students who scored within each of four national quartiles. In comparison with 1980 and 1979, fifth and eighth grade students' national percentile ranks (NPR) improved or stabilized in all test areas. Eleventh grade NPR's stabilized in all areas over the 3-year period. The appendices contain statewide summary data for comparison with local school district item analysis data, sample work graphs to analyze performance, and a description of the optional Short Form Test of Academic Aptitude. (CM)

ED 227 171 TM 830 195

Reckase, Mark D.; McKinley, Robert L.
The Feasibility of a Multidimensional Latent Trait Model.
American Coll. Testing Program, Iowa City, Iowa.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel an
Training Research Programs Office.
PUB DATE- Aug 82
CONTRACT- NR0014-81-K0817
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTIONS- *Correlation; Item Analysis; *Latent Trait Theory; *Mathematical Models; Maximum Likelihood Statistics; Psychometrics; Research Methodology; Scores; *Test Items
IDENTIFIERS- *Multidimensional Approach; Multiple Measures Approach; *Rasch Model

A class of multidimensional latent trait models is described. The properties of the model parameters, and initial results on the accuracy of a maximum likelihood procedure for estimating the model parameters are discussed. The model presented is a special case of the general model described by Rasch (1961), with close similarities to the models suggested by Bock and Aitkin (1981) and Samejima (1974). The concepts of item difficulty and discrimination were discussed in reference to this model as generalizations of the same concepts used in the unidimensional latent trait models. For this case, difficulty was shown to be defined by a function rather than a single value, and discrimination was shown to be related to the slope of the item characteristic surface at its intersection with the .5-plane. Both the difficulty function and discrimination parameters are most easily interpreted when determined conditional on a particular dimension. The maximum likelihood estimation procedure that was developed for the model was given an initial trial on a set of simulation data that was generated to contain two distinct dimensions. The item parameters estimated from the simulated test data were shown to be very highly related to the true parameters. (Author/PN)

ED 226 973 SE 040 714

Hanselman, David; Yuen, Christopher
Recent Master's Thesis Work in Environmental Education and Communications.
National Association for Environmental Education, Troy, Ohio.
PUB DATE- Apr 78
AVAILABLE FROM- NAEE, P.O. Box 400, Troy, OH 45373 for $5.00; or ERIC/SMEAC, Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; *Attitude Change; Communication (Thought Transfer); Elementary Secondary Education; *Environmental Education; Higher Education; Mass Media; *Masters Theses; Media Research; *Outdoor Education; Parks; Program Descriptions; Program Evaluation; *Site Analysis; Teacher Education; Trails
IDENTIFIERS- *Environmental Communications; *Environmental Education Research; *Interpretation (Environmental)

Compiled are 61 abstracts of master's theses in environmental education and communications. Three of the these were completed in 1978, 24 in 1977, 15 in 1976, and the remaining 19, prior to 1976. Abstracts are organized into six categories; (1) site analysis: descriptions and development plans for areas to be used for environmental education; (2) parks and camps: users/interpreters: studies dealing with park/camp programs, especially user characteristics and interpretive techniques; (3) media communications: examination of effectiveness of various media; (4) pupil-centered studies: research on attitude change, instructional effectiveness, and learning characteristics; (5) teacher-centered studies: research on training, attitudes, teacher/interpreter behavior; and (6) resources, administration, and others: research on environmental education policy, administration, and philosophy, and studies not appropriate for other categories. Title, author, and institutional source for the entire thesis are provided for each abstract. (JN)

ED 227 065 SP 021 777

Martin, David S.
Thinking Skills: A Critical New Role in Teacher Education.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Abstract Reasoning; Cognitive Processes; *Critical Thinking; Decision Making; Educational Needs; Evaluative Thinking; Higher Education; *Logical Thinking; *Problem Solving; Teacher Behavior; *Teacher Education; *Teacher Qualifications

Systematic cognitive development, through planned experiences in the context of course work, should be a component of teacher education programs, together with opportunities to apply that learning in practicum settings. Training in cognitive skills (analysis of error, comparison and contrast, categorization, identifying relationships among disparate elements, understanding hierarchical systems, prediction, and collecting and applying logical evidence to problem solving situations) would be important. This report presents a brief review of related literature on enhancing cognitive development in children and adults. An analysis is presented of two research studies: (1) a preservice study in which learners improved problem solving strategies in cognitive areas such as comparison, categorization, orientation in space, analytic perception, and logical reasoning; and (2) an inservice study in which teachers were trained to teach cognitive skills to pupils and which considered ways these skills could be applied to general teacher classroom behavior and adult life. A model is presented for incorporating cognitive education as a core component in teacher education programs. (JD)

ED 227 140 TM 830 139

Thompson, Bruce
Two "Non-Symmetric" Methods of Canonical Analysis.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Correlation; Evaluation Criteria; *Multivariate Analysis; Predictor Variables; *Research Methodology; *Statistical Analysis
IDENTIFIERS- Correlation Matrices; Criterion Variables

Conventional canonical methods distinguish between the two variable sets being analyzed, but the methods do not attempt to optimize the variance from a given variable set that will be contained in the final solution. In this respect canonical methods are said the be "symmetric." This paper proposes two non-symmetric, canonical-like techniques that can be employed when theoretical or utility considerations suggest that one variable set (usually the criterion set) should be emphasized over the other variable set. The criteria that the two methods meet are discussed, as are various software considerations. (Author/CM)

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Quintero, Ana Helvia
The Role of Conceptual Understanding in Solving Word Problems: Two-Step Problems.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Conference Papers; Educational Research; Elementary Education; *Elementary School Mathematics; *Error Patterns; *Mathematical Concepts; *Mathematics Instruction; *Problem Solving; *Ratios (Mathematics)
IDENTIFIERS- *Mathematics Education Research

This work studies the difficulties children have solving two-step word problems of a given structure (e.g., 7 lollypops/2 chocolate bars X 6 chocolate bars). Thirty-six children between the ages of 9 and 14 years were individually observed solving problems of the above type. Other tasks, repetition of the problem and model recognition, were used to probe children's representation of the problem. Analysis of children's errors on these tasks show that children's difficulties with this type of problems stem from different sources. The major ones were: understanding relationships such as the one contained in the statement "7 lollypops for every 2 chocolate bars"; given a ratio finding two new quantities that have the same ratio, and using two steps to solve the problems. These difficulties are not common to all word problems. Thus, it is important to have a clear description of the types of problems that children are asked to solve in order to uncover the particular sources of difficulty. (Author)

ED 227 018 SO 014 509

Flack, Dora; And Others
The Family Historian: A Creative Writer. World Conference on Records: Preserving Our Heritage (Salt Lake City, Utah, August 12-15, 1980). Series 111.
Church of Jesus Christ of Latter-Day Saints, Salt Lake City, UT.
PUB DATE- 80
AVAILABLE FROM- Church of Jesus Christ of Latter-Day Saints, Genealogical Dept., 150 E. North Temple, Salt Lake City, UT 84150 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Childhood Needs; *Creative Writing; Individual Needs; Literary Devices; Motivation Techniques; Personal Narratives; Photographs
IDENTIFIERS- *Family History

Five papers on the topic of family history are presented. In the first paper, the author discusses techniques which have been successfully used for motivating reluctant writers to write their own personal histories. For example, in an effort to get her husband to write his life story, one woman asked her children to write what they remembered and felt about their father. When the father read what they had written, he started writing. Illustrating the important role that family albums can play in family history, the author of the second paper shows how to examine family albums and points out the type of information that can be found in them. In the third paper, the author shows, through excerpts from personal histories, how family incidents and personal experiences make history come alive. The need for children to have a sense of their own history is the topic of the fourth paper. In the concluding paper, the author emphasizes that, when writing a family history, it is very important to know about conditions that existed at the time your ancestors lived in order to understand why they lived as they did and what prompted their decisions. A checklist of questions to ask about ancestors when researching family history is provided. (RM)

ED 227 156 TM 830 169

McLean, James E.
A Classroom Simulation of the Central Limit Theorem.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Higher Education; Hypothesis Testing; Research Methodology; *Sampling; Simulation; Statistical Analysis; *Statistical Distributions; *Teaching Methods
IDENTIFIERS- *Central Limit Theorem

This simple method for simulating the Central Limit Theorem with students in a beginning nonmajor statistics class requires students to use dice to simulate drawing samples from a discrete uniform distribution. On a chalkboard, the distribution of sample means is superimposed on a graph of the discrete uniform distribution to provide visual evidence of the reasonableness of the theorem. The procedure requires less than an hour to provide a conceptual understanding of the theorem, which is necessary to learn large sample estimation and hypothesis testing procedures. The procedure can be reproduced using a microcomputer, which does not limit sample size. (CM)

ED 227 187 UD 022 667

Orfield, Gary; And Others
School Desegregation Patterns in the States, Large Cities and Metropolitan Areas, 1968-1980. Working Paper.
Joint Center for Political Studies, Washington, D.C.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Black Students; *Desegregation Effects; Desegregation Litigation; Differences; Elementary Secondary Education; Enrollment Trends; *Hispanic Americans; Inner City; Metropolitan Areas; Migration; *Racial Composition; Racial Segregation; *Regional Characteristics; School Districts; White Students

Data collected nationwide from 1968 to the 1980-81 school year form the basis of this report on changes in school racial composition in States, Metropolitan areas, and large cities. Trends in the percentages of Black, Hispanic, and White students are discussed by region. It is indicated that the greatest gains in desegregation of blacks have taken place in the South, probably due to the relatively strong enforcement of civil rights policies in this region. Another major trend discussed is that of increasing segregation of Hispanic children in all parts of the country. Based on the analysis of data from metropolitan areas and cities, it is suggested that the key to reducing segregation has been the implementation of desegregation plans on a metropolitan or city wide basis in the districts that still retain white majorities. (Author/GC)

ED 227 202 UD 022 698

Syropoulos, Michael

Evaluation of the Non-Public Schools Learning Resource Center.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- Sep 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Data Analysis; *Diagnostic Teaching; Elementary Secondary Education; Eligibility; *Learning Disabilities; Mathematics; Parent Participation; Pretests Posttests; Private Schools; *Program Effectiveness; Program Evaluation; Reading; Referral; Staff Role
IDENTIFIERS- Elementary Secondary Education Act Title I; *Michigan (Detroit); *Non Public Schools Learning Resource Center MI

This report presents 1979-80 evaluation findings of the Non-Public Schools Learning Resource Center, in Detroit, Michigan. The center, funded by Title I, provided diagnostic/prescriptive-learning techniques to 1,400 students (in 27 non-public schools) who had learning difficulties in mathematics and reading. The first section of the report discusses: the project's rationale; its functions and responsibilities; eligibility criteria, the referral process; diagnostic and prescriptive procedures; parental involvement; and the process of student monitoring and documentation by staff members. The second section explains methods utilized to evaluate students (based on results of pre- and post-California Achievement Tests and the Stanford Diagnostic Test). The third section indicates how data was analyzed and evaluated after students were screened and diagnosed. Finally, section IV presents statistical tables that indicate student achievement by project objective. The project is said to have been effective in implementing the proposed activities and continuation is recommended. Appended to the report are samples of questionnaires administered to staff, teachers, and parents regarding their perceptions of the learning center, as well as a copy of the inservice training evaluation instrument. (WAM)

ED 227 034 SO 014 563

Mascia-Lees, Frances E.
A Preliminary Model of Women's Status in Contemporary Societies.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; *Cross Cultural Studies; Economic Development; *Educational Attainment; *Family Status; *Females; International Studies; Models; Policy Formation; *Political Power; Population Growth; Quality of Life; Research Methodology; *Socioeconomic Status

A cross-national analysis reveals that women's status in contemporary society must be considered as a multidimensional phenomenon and that no one isolated factor best explains women's overall position. Using data from "The Handbook of International Data on Women" (Boulding and others, 1976), and from United Nations documents, a model to reflect women's position in the political, economic, educational, and family spheres was constructed. Independent variables included each nation's population size, annual rate of population increase, per capita gross national product (GNP), annual growth of GNP per capita, level of modernity and economic development, and degree of governmental coerciveness. Results indicate that women's status is best viewed as two-dimensional. One dimension is composed of women's political, educational, and family status, which are highly and positively intercorrelated. The second dimension is women's position in the economic sphere, which is independent of status in any of the other spheres. Rapid population growth is related to low status for women in the political sphere. High levels of economic status for women are related to high levels of economic development. Women's educational position may be predicted by a nation's level of development and modernity. Generally, a high annual rate of population increase is negatively related to women's social status. (KC)

ED 227 050 SO 014 597

Neely, Sharlotte
Teaching a Non-Traditional, Honors Anthropology Course.
PUB DATE- 6 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Anthropology; Course Descriptions; *Experimental Teaching; Higher Education; *Honors Curriculum; Instructional Innovation; Interdisciplinary Approach; *Science Fiction; Teaching Methods; *Undergraduate Study

An undergraduate "Anthropology Through Science Fiction" honors course is described. Participation in the course was by invitation only and included both anthropology and non-anthropology majors. By using science fiction, non-anthropology students quickly became familiar with weekly topics and anthropology majors found the readings a new way to approach familiar topics. Frank Herbert's "Dune" formed the core of the course; additional works included Vonnegut's "Player Piano" and LeGuin's "The Left Hand of Darkness." Students read both science fiction and theory weekly, wrote one-paragraph abstracts of everything they read, kept weekly journals, and wrote an original anthropological science fiction short story. A key function was for the class to take responsibility for the course, with the instructor selecting readings, evaluating student work, insuring that everyone was permitted to speak, and seeing that all pertinent points were made. Students formed a committee which met outside of class to read and react to each other's journals. The course answered the need to present a quality, non-traditional, undergraduate course in an era when anthropology enrollments are falling. (KC)

ED 227 141 TM 830 141

Huberty, Carl J; Smith, Janet C.
Validation in Group Membership Prediction.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Classification; *Cluster Grouping; *Discriminant Analysis; Estimation (Mathematics); Multidimensional Scaling; *Predictive Measurement; Regression (Statistics); *Validity
IDENTIFIERS- Multiple Measures Approach

Predictive discriminant analysis involves a technique used in multivariate classification, i.e., in predicting membership in well-defined groups for units on which multiple measures are available. The validation (assessment) of group membership predictions pertains to two problems: estimating true proportions of correct classifications (i.e., hit rates) and determining, on the basis of one data set, a classification rule to use with other data sets. Two approaches to the hit rate problem are the shrinkage formula and external analysis. The formula approach has been developed only for the two-group case. Of the two external analysis methods, holdout and leave-one-out, the latter is preferred. The form of a classification rule considered is a set of k linear classification functions (LCF's). The problem of determining a classification rule has two dimensions: determining LCF weight estimates, and determining which predictors to delete from consideration in the final formulation of the rule. Jackknife methodology is used to obtain LCF weight estimates and to assess the variability of the estimates. This assessment leads to approximate t statistics which may be used to determine which of the predictors, if any, to delete. (Author/PN)

ED 226 942 RC 013 929

Kalectaca, Milo; Langacker, Ronald W., Ed.
Lessons in Hopi.
REPORT NO.- ISBN-0-8165-0617-5
PUB DATE- 78
AVAILABLE FROM- University of Arizona Press, 1615 E. Speedway, Tucson, AZ 85719 ($11.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; American Indian Languages; *Conversational Language Courses; *Dialogs (Language); *Hopi; Language Enrichment; *Native Language Instruction; Postsecondary Education; Secondary Education; *Second Language Learning; Standard Spoken Usage; *Vocabulary Development

Hopi, spoken in northern Arizona, is a member of the large Uto-Aztecan family of American Indian languages, which spreads over vast portions of the western United States and Mexico. The Hopi language textbook is directed at non-specialists who want to learn to speak Hopi or who simply want to learn something about the language. The content of the book consists of 30 lessons starting with the basic sounds of Hopi, covering fundamental points of Hopi grammar one by one, and leading the student to the construction of highly complex sentences. The grammatical material is introduced simply and with concrete illustrations at every point, and each lesson includes a variety of exercises with answers provided to help the student master the points presented. Interspersed with the lessons are 10 dialogs illustrating natural Hopi speech in specific situations. A limited amount of new vocabulary is introduced in each lesson and dialog. Hopi-English and English-Hopi lexicons summarize the vocabulary at the end of the volume. In addition, there are three short readings and four apnendices pertaining to numbers, color terms, names of Hopi villages, and kinship terminology. (ERB)

ED 226 958 SE 040 361

Teacher Training in Environmental Education.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.
PUB DATE- Dec 81
AVAILABLE FROM- UNESCO, 7, place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Collected Works - Serials (022)
DESCRIPTIONS- Conferences; Elementary Secondary Education;
*Environmental Education; *Foreign Countries; Higher Education;
*Inservice Teacher Education; *Preservice Teacher Education;
*Program Descriptions; Program Implementation; Teaching Methods;
*Training Methods

Provided are recommendations and reports related to teacher training in environmental education (EE). Recommendations from the Intergovernment Conference on Environmental Education (Tbilisi, 1977) are highlighted, indicating that environmental training of qualified educational personnel be a priority activity. Activities of the Unesco-UNEP International Environmental Education Programme are also highlighted. The Programme's approach has been the prior orientation of key personnel toward developing EE strategies at the national level, particularly pre- and in-service teacher training. Individual reports on the status of teacher training in EE in four regions of Unesco membership are also included (Africa, Arab States Europe-North America, and Latin America and the Caribbean). Topics in the African report, focusing on various aspects of EE teacher education, are based on results of a questionnaire. The Arab States report focuses on several areas related to pre-/in-service EE teacher training. The Europe-North America report addresses pre-service EE (cognitive, affective, skill-process domain activities, EE methodologies, site utilization, and national/regional cooperation in EE) and in-service EE (cognitive, affective, skill/process domains, methodology, teacher education program implementation, and national/regional cooperation). Brief highlights of individual country activities are provided in the Latin America/Caribbean report. Highlights of the European Subregional EE Seminar are also provided. (JN)

ED 226 989 SE 040 730

Out-of-School Science Education in Asia and the Pacific.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- Dec 82
AVAILABLE FROM- UNESCO Regional Office for Education in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTIONS- Elementary School Science; Elementary Secondary Education; Environmental Education; Foreign Countries; Mass Media; *Museums; Nonformal Education; Planetariums; Program Descriptions; Science Clubs; *Science Education; Science Fairs; *Science Instruction; *Science Programs; *Science Teaching Centers; Secondar School Science; Technology
IDENTIFIERS- *Asia; *Pacific Region

This bulletin addresses the topic of out-of-school science education (OSSE) as it is occurring and developing in the countries of the Asia and Pacific region of Unesco. Out-of-school programs/activities are both complementary of and supplementary to science education in the schools, providing activities that the constraints of schooling usually exclude from the curriculum. The first section comprises an introduction to the concept, suggested approaches, and a review of strategies employed by 13 out of the 15 countries represented. The second section consists of individual reports from Australia, Bangladesh, China, Indonesia, Japan, Malaysia, Nepal, New Zealand, Pakistan, Philippines, Republic of Korea, Singapore, Socialist Republic of Vietnam, and Thailand. Areas addressed in these reports include science museums, science clubs, science fairs, and media use (television, radio, printed media). In addition, programs/activities unique to a given country are also discussed. These include the Science Foundation Programme (Philippines), Nature Conservation Association (Republic of Korea), Bangkok Planetarium (Thailand), and others. The final section consists of an annotated bibliography of out-of-school science education activities/programs. (JN)

ED 227 066 SP 021 778

Davidson, Jane S.; Martin, Jennifer L.
Effectiveness of Vocational Home Economics Teacher Certification Programs.
Lamar Univ., Beaumont, Tex.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Curriculum Development; Elementary Secondary Education; Higher Education; *Home Economics Education; *Home Economics Teachers; Preservice Teacher Education; Program Effectiveness; *Teacher Certification; *Teacher Education Curriculum; Teacher Effectiveness; *Vocational Education
IDENTIFIERS- Texas

A five-part questionnaire was used to determine the degree of effectiveness of homemaking teacher certification programs as perceived by 362 vocational homemaking teachers in two geographical areas of Texas. Responses revealed the extent to which graduates of home economics certification programs: (1) felt equipped to help youth and adults solve current socioeconomic problems of family living; (2) were prepared to meet demands for teaching in public schools; (3) possessed specific skills required of homemaking teachers; and (4) were acquainted with vocational education concepts and components. Results indicated that skills for effective management of vocational homemaking programs need to be strengthened in areas of teaching techniques for working with special needs learners, program organizational requirements, utilization of advisory councils, leadership organizations, counseling techniques, and use of commercial equipment. A need on the part of the teachers for increased exposure to occupational programs, vocational legislation concepts, and funding procedures was also indicated. (JM)

ED 227 080 SP 021 872

Heintschel, Ruthann
Prospects for Teaching in Ohio Public Schools. A Summary Report.
Ohio State Dept. of Education, Columbus.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Beginning Teachers; Birth Rate; *Employment Patterns; *Enrollment Projections; Faculty Mobility; Population Trends; *School Personnel; Staff Development; *State Norms; Student Teacher Ratio; Teacher Characteristics; Teacher Education; *Teacher Supply and Demand
IDENTIFIERS- *Ohio

Findings from a study of teacher supply and demand in Ohio provide information on: (1) number of births in Ohio; (2) total school enrollment; (3) projected enrollment in Ohio public schools by level; (4) number of certified personnel in Ohio public schools; (5) certificated personnel by assignment; (6) analysis of certificated staff per 1,000 pupils by assignment; (7) certificated personnel per 1,000 pupils; (8) data on teacher supply and demand; and (9) accuracy of predictions for teacher supply and demand. Statistical findings are presented in tabular format, including: (1) number of births in Ohio, 1955-80; (2) enrollment in Ohio public schools, 1970 to a projection for 1990; (3) projected kindergarten through eighth grade enrollment, 1982-92; (4) projected ninth through twelfth grade enrollment, 1982-92; (5) number of certificated personnel, 1976-82; (6) certificated personnel per 1,000 pupils, 1976-82; (7) teacher education graduates from Ohio colleges and universities, 1970-80; (8) comparison of teacher supply and demand, 1976-82; and (9) prospects for beginning teachers by grade level and subject. Appendixes present profiles of teacher characterisics, e.g., position, age, and experience. (JD)

ED 227 096 SP 022 071

Public Hearing on Science, Mathematics and Technology Education (Stanford, California).

National Commission on Excellence in Education (ED), Washington, DC.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 11 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTIONS- Demonstration Programs; *Educational Assessment; *Educational Quality; Elementary Secondary Education; Futures (of Society); Innovation; *Mathematics Education; Public Schools; *Science Education; Social Change; *Technical Education; Technological Literacy
IDENTIFIERS- *National Commission on Excellence in Education

This document presents a transcript of the hearing on science, mathematics, and technology education in the public schools, held by the National Commission on Excellence in Education at Stanford University, March 11, 1982. National perspectives on the topic were given by representatives from the National Academy of Sciences, the Council of Scientific Society Presidents, the National Science Teachers Association, the National Council of Teachers of Mathematics, and a technical consultant from the Hewlett-Packard Company. Following the statements of these panelists, questions and comments were elicited from Commission members and other members of the panel. Opportunity was provided for statements from individual educators on problems and programs in science, mathematics, and technology in which they were currently involved. General testimony was received from members of the audience about existing programs that represent excellent examples of educational practices. (JD)

ED 227 110 SP 022 224

Sternberg, Robert J.; Wagner, Richard K.
Understanding Intelligence: What's in It for Educators?
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 82
CONTRACT- NIE-P-82-0047
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Abstract Reasoning; Cognitive Development; Cognitive Measurement; Cognitive Objectives; *Cognitive Processes; Critical Thinking; *Educational Objectives; Elementary Secondary Education; Group Testing; *Intellectual Development; Intellectual Experience; *Intelligence; Intelligence Differences; Intelligence Tests
IDENTIFIERS- National Commission on Excellence in Education

This three-part report discusses the concept of intelligence and its importance for educators. Part 1 considers the basic question of what intelligence is. Part 2 discusses the implications of notions of intelligence for schooling, dealing with both the training of content knowledge and the training of intellectual skills. Each of these first two parts is divided into sections which discuss the psychometric view, the Piagetian view, the information-processing view, and comparison and evaluation of alternative approaches. Part 3 presents an outline of a program of instruction for intellectual skills, based upon a particular theory of intelligence. A bibliography is included. (JM)

ED 227 126 TM 830 102

Davis, Earl E.; Fine-Davis, Margret
Social Indicator Surveys: Their Implications for Educational Programmes.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Needs; Foreign Countries; *Health Services; International Studies; Job Satisfaction; *National Surveys; Physical Health; Place of Residence; *Social Attitudes; *Social Indicators
IDENTIFIERS- Data Interpretation; *Ireland

Selected results from two nationwide surveys of subjective social indicators conducted in the Republic of Ireland in 1977 and 1978 are presented. Approximately 2,000 respondents were randomly selected from the Electoral Register for each of two surveys. The surveys were part of a series of experimental studies of subjective social indicators carried out in eight member countries of the European Community, under the auspices of the Statistical Office of the European Communities. The foci of the two surveys were health, housing, neighborhood, and working life. The results were examined with a view toward their implications for changes in educational programs, both in terms of innovative curricula, and structural changes in the educational system itself. Examples from the findings of the social indicator surveys were selected which were representative of a range of topic areas and had implications for different educational programs, including health education, training of medical personnel, education of managers, public servants and other policy makers. (PN)

ED 227 157 TM 830 174

Chapline, Elaine Burns
Formative Evaluation in the Development of a Math Anxiety Reduction
Program.
SPONS. AGENCY- Women's Educational Equity Act Program (ED),
Washington, DC.
PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Class Activities; *Curriculum Development; Feedback;
Females; *Formative Evaluation; *Mathematics Anxiety; Mathematics
Curriculum; *Mathematics Materials; Program Development; *Sex
Differences; Sex Stereotypes

The Teacher Education and Mathematics project, funded by the Women's Educational Equity Act, developed curriculum materials to increase mathematical knowledge and confidence, increase the perception of mathematics as a female domain, reduce math anxiety, and develop skills in identifying and counteracting sex bias in mathematics instruction. To develop effective materials, a formativ evaluation was to document materials' use at each stage of development, to assess student responses to materials, to collect judgment of external experts, and to collect reactions and suggestions of instructors who used the materials. Evaluation issue explored in this paper are: reliance on observer descriptions and participant ratings, effects on students and instructional staff of intensive observations, effects on students of frequent requests fo feedback and evaluative reactions, and the extent to which professionals can be expected to use materials as they have been developed. (Author/PN)

ED 227 172 TM 830 198

Criteria for Excellence: Community Education. Promising Practices.
Alaska State Dept. of Education, Juneau.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Community Education; Community Schools; *Educational Assessment; *Evaluation Criteria; Evaluation Methods; *Program Evaluation; Rating Scales; State Programs
IDENTIFIERS- *Alaska State Department of Education; Assessment Instruments; *Likert Scales

A rating scale designed by the Alaska Department of Education to b used by administrators, professional staff, and community representatives to assess community education programs is presented. The scale elicits information regarding: (1) philosophy; (2) administration/management; (3) personnel management; (4) fiscal management; (5) planning; (6) community involvement; (7) program delivery, resources, and referral; (8) facilities; (9) staff development; and (10) evaluation. Suggested uses for information generated from these criteria include: establishing program goals; validation of promising practices or exemplary programs; self-appraisal (school, district, or community level); planning inservice; planning and evaluating federal programs, and disseminating information. (Author/PN)

ED 226 974 SE 040 715

Phase II: Final Report. Northern New Mexico Energy Education Project
New Mexico Highlands Univ., Las Vegas.
PUB DATE- 1 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Career Awareness; *Conservation Education; Educational Games; Electrical Appliances; Elementary Secondary Education; *Energy; *Energy Conservation; Environmental Education; Fuels; Home Economics; Industrial Arts; *Learning Activities; *Program Descriptions; Secondary School Mathematics; Secondary School Science; Social Studies; *Solar Radiation; Utilities
IDENTIFIERS- Alternative Energy Sources; *Energy Education; New Mexico

Objectives of the Northern New Mexico Energy Education Project wer to: (1) improve teachers' knowledge of energy-related subject matter and energy-related educational materials; (2) develop continuing communication and cooperation between elementary and junior high staffs and the university on energy-related matters; and (3) provide follow-up technical assistance to classroom teachers to prepare students for roles as citizens and consumers and to provide information on careers in energy-related fields. Included in this document are individual reports from teachers who participated in the project. Reports, related to the project's third objective, are grouped by the following areas: primary; intermediate; secondary home economics; secondary industrial arts; secondary mathematics; secondary science; and secondary social studies. Presented in the reports are energy-related activities, lessons, units, programs, information, and comments on the impact of the project on students. General areas addressed include energy sources, alternative energy sources, energy conservation, solar collectors/houses, fuels, utilities, and others addressing the needs of students in or subject matter focus of the areas previously indicated. For example, the construction of a solar food dryer by industrial arts students is described. (JN)

ED 227 004 SO 014 322

Kischke, Martina I.
Nora's Daughters Have Grown Up. Women in Public Life in the Federal Republic of Germany. Special Analysis. Sozial-Report 7-82(e)
Inter Nationes, Bonn (West Germany).
REPORT NO.- SR-7-82(e)
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Churches; Education; *Females; *Feminism; Foreign Countries; Industry; Military Service; Politics; Professional Training; Sex Discrimination; *Sex Fairness; Unions
IDENTIFIERS- *West Germany

German women have achieved much of which their mothers only dreamed; however, there is still plenty of work to be done in the fight to secure equal rights. Women are becoming more involved in politics. For example, today 8.6% of parliament is female compared to 7.1% in 1949. German women are not drafted for military service, but they can now volunteer as doctors in the federal defense forces. German trade unions and jobs in the cultural sphere remain largely the domain of men. Since 1978 there has been sexual equality in the pastoral office of the German Evangelical church. The wives of German presidents have used their positions not to increase their prestige in society, but for welfare work. Of the 18.7 million German women between the ages of 15 and 59, 10 million work, mostly in textile, cleaning, social care, and health service vocations. More women are attending college, however, and receiving professional training. The German women's movement has a strong social commitment, sponsoring women's centers, bookshops, publications, and magazines. Important addresses and literature for further reference are also included. (RM)

ED 227 051 SO 014 620

Davis, James E., Ed.
Planning a Social Studies Program: Activities, Guidelines, and Resources. (Revised Edition).
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89994-266-0
PUB DATE- 83
CONTRACT- 400-78-0006
AVAILABLE FROM- Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($14.50).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Cooperative Planning; *Curriculum Development; Educational Objectives; *Educational Planning; Elementary Secondary Education; *Group Activities; Guidelines; Models; Resource Materials; *Social Studies

A planning manual for teachers, parents, administrators, and students working on K-12 social studies curriculum development is presented. The manual discusses six problems facing social studies educators and then presents 12 sequenced group activities corresponding to the steps in the planning model. The six problems involve student learning and motivation; the focus on classroom management and control; lack of a variety of teaching and evaluation methods; a focus on specific facts and broad conclusions rather than on critical thinking and values; disagreement on goals and objectives; and insufficient public support. Instructions for participating in the 12-step model form the major portion of the document and include planning to plan, deciding on a rationale, selecting goals and objectives, modifying objectives, mapping the curriculum, and determining the scope of the program. Participants then engage in choosing content, identifying and selecting materials, tying program objectives to text objectives, planning for program evaluation, installing and maintaining the program, and modifying the program. Each step contains background information, an activity, and reproducible handouts. A list of resources, sources of instructional objectives, sample formats for scope-and-sequence statements, publishers of social studies materials, and a paper on evaluation as an instructional tool complete the guide. (KC)

ED 227 188 UD 022 671

Stevens-Jacobi, Freddi, Comp.; And Others
Learning Unlimited: A Model for Options Education.
Learning Unlimited, Indianapolis, IN.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Involvement; Competency Based Education; Dropout Prevention; *Experiential Learning; High Schools; *Individualized Instruction; *Nontraditional Education; *Performance Contracts; *Program Development; Program Evaluation; Student Characteristics; Student Teacher Relationship; Teacher Characteristics; Teacher Role; *Teaching Methods
IDENTIFIERS- Indiana (Indianapolis); *Learning Unlimited IN

This report describes Learning Unlimited, an alternative education program at North Central High School in Washington Township, Indianapolis, Indiana, as a model upon which other alternative education programs might be based. The program was established to keep potential high school dropouts in school, and to provide a new kind of educational experience for students who were successful in but unchallenged by the traditional high school curriculum. Its main emphases are individualized learning activities and methods based on student-developed objectives, learning through community experience, and one-to-one student teacher relationships. The report (1) provides a brief history of the program from 1974 to the present; (2) identifies areas of learning and educational activities that offer challenges to students; (3) describes such elements of the academic program as individualized learning contracts on which each students' attendance at every class are based; (4) explores various types of community learning experiences; and (5) discusses elements that contribute to the effectiveness of this and similar programs, including student and staff characteristics, resources, staff development, and evaluation. The impacts of Learning Unlimited on North Central High School and Washington Township are described, and questions and answers concerning the program are presented. (MJL)

ED 227 203 UD 022 706

Duff, Ogle Burks, Ed.; Kaplan, Sylvia Y., Ed.

Bibliography of Multicultural Resources in Language Arts.

Pittsburgh Univ., Pa. Race Desegregation Assistance Center.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Bilingual Education; *Cross Cultural Training; *Cultural Background; Elementary Secondary Education; Ethnic Groups; *Instructional Materials; Language Arts; *Multicultural Education; *Resource Materials; Teacher Education

This annotated bibliography lists references to works published since 1970 on multicultural and bilingual education, primarily for the language arts. Intended to serve as a reference tool in training classroom teachers and prospective teachers for multicultural education, the bibliography has entries divided uunder the following headings: (1) bibliographies; (2) English curriculum materials; (3) language arts resources; (4) library resources and references; (5) materials on storytelling for bicultural children; (6) resources for student teaching; and (7) materials on multicultural experiences and cultural backgrounds of various ethnic groups in the United States. (MJL)

ED 227 019 SO 014 513

Haas, Mary E.
Arkansans, Arkansas, and the World.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Concept Teaching; *Global Approach; Learning Activities; Secondary Education; Specialization; *State History
IDENTIFIERS- *Arkansas

By completing these activities, secondary students will learn about the concepts of specialization, comparative advantage, and interdependence as they pertain to their own lives, the lives of Arkansans, the lives of Americans, and the lives of people in other nations. Some examples of the activities follow. Students take inventory of foreign made products in their homes. To determine the role of Arkansas in world agricultural trade, they analyze statistics from the U.S. Department of Agriculture. (Statistics are provided for all activities which ask students to analyze data.) In another activity, students contact several industrial facilities to ask them for a list of the nations to which they ship their finished products; then they map the flow of these resources and products. Students also conduct local surveys, do library research, analyze agricultural import data, and view television newscasts and read newspapers to determine how the media report information about other nations. (RM)

ED 227 035 SO 014 564

Mascia-Lees, Frances E.

Educational Stratification in Contemporary Societies.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Access to Education; Comparative Analysis; *Cross Cultural Studies; Developed Nations; Developing Nations; Educational Needs; Educational Research; Equal Education; Females; *Geographic Regions; Higher Education; International Studies; Literacy; *Literacy Education; Males; *Professional Training; Socioeconomic Status; *Womens Education
IDENTIFIERS- Africa; Asia; Europe; Latin America; Middle East; North America

Discrepancies exist between males and females in literacy and educational attainment in important career fields throughout the world. Data were obtained on five world regions (Africa, North Africa and the Middle East, Asia, Latin America, and Europe and North America) from the "Handbook of International Data on Women" (Boulding, 1976), in which data on literacy; enrollment in literacy classes; and the number of graduates in education, law, social sciences, engineering, and agriculture were analyzed. Women are highly overrepresented in the illiterate population of the world, yet are underrepresented in literacy training courses. Women are most highly represented among graduates in education; worldwide, 50 percent of such graduates are women. Although the social sciences represent the next most highly "female" field of specialization, women are equally represented or overrepresented in only 14 percent of the nations studied. Women's representation decreases drastically in the fields of agriculture, law, and engineering. They are most highly represented in law and engineering in Europe and North Africa, education and social sciences in Latin America, and agricultural sciences in Africa. The study indicates that women's limited educational opportunities limit their advancement in many areas of life throughout the world. (KC)

ED 227 111 SP 022 225

Stipek, Deborah J.
Motivating Students to Learn: A Lifelong Perspective.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 82
CONTRACT- NIE-P-82-0057
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Classroom Environment; Cognitive Processes; Developmental Stages; Elementary Secondary Education; *Learning Processes; Mastery Learning; *Reinforcement; *Self Actualization; Self Concept; Student Characteristics; *Student Motivation
IDENTIFIERS- National Commission on Excellence in Education

Two questions are addressed: (1) What are the motivational characteristics of a child who is most likely to achieve in school at an optimal level? and (2) What kind of educational environment fosters these characteristics? Evidence suggesting that external rewards and punishment can have negative long-term effects on achievement motivation is reviewed. A discussion is given of theoretical and empirical work demonstrating that it is not reinforcement per se that influences children's behavior, but beliefs about one's competencies, perceptions of the cause of achievement outcomes, and values regarding achievement-related rewards that determine behavior. For maintaining high motivation in children, the following strategies are recommended: (1) evaluating on a mastery rather than a normative standard; (2) minimizing salient public evidence of individual childrens' performance; (3) considering errors as a normal aspect of mastering new skills; and (4) providing opportunities for all children to demonstrate competence in activities valued by the teacher. Encouraging students to trust their own evaluations and to set reasonable goals and providing greater autonomy in learning situations are suggested to help them develop independent, self-directed learning strategies. (JD)

ED 227 142 TM 830 145

Florida Statewide Assessment Resource Manual.
Florida State Dept. of Education, Tallahassee. Student Assessment Section.

PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Accountability; *Basic Skills; Criterion Referenced Tests; *Educational Assessment; *Educational Legislation; Elementary Secondary Education; Mathematics Skills; Minimum Competency Testing; Reading Skills; *School Counselors; *State Programs; Test Construction; *Test Use; Writing Skills
IDENTIFIERS- *Florida Statewide Assessment Program

The Florida Statewide Assessment Program, a result of the Educational Accountability Act of 1971, collects and reports information annually concerning student achievement in the basic skills areas of reading, writing, and mathematics. This publication was prepared for counselors and other school personnel as a resource manual with the following objectives: (1) to present a historical overview of the assessment program and how it relates to the state's accountability program; (2) to briefly explain general principles and procedures in test development, administration, and scoring; and (3) to provide suggestions or activities for counselors and other school personnel in the interpretation and utilization of test data. Legislation related to the program; state board of education administrative rules; skills tested on the State Student Assessment Test, Part II; and Guidelines for Using State Assessment Tests to improve curricular programs are included in the appendices. (Author/PN)

ED 227 173 TM 830 200

Powers-Alexander, Susan; And Others

Attribution of Success in College Women: Effort or Luck?

SPONS. AGENCY- Nebraska Univ., Lincoln. Research Council.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Attribution Theory; College Students; Feminism; Higher Education; Locus of Control; Predictive Measurement; *Self Concept Measures; Sex Stereotypes; *Skills; Status; *Success; *Womens Education
IDENTIFIERS- Attitude Inventory; Bias in Attitude Survey; College Self Expression Scale; *Effort; *Luck; Masculinity Femininity Variable

Male and female applicants to traditionally masculine or feminine fields of study were rated by 518 college students regarding their attributions of the applicant's skill and of luck as a factor in the applicant's predicted success. A five factor analysis of variance with attitude towards feminism, sex of subject, sex of applicant, sex of field, and sex of attributes as the multiple independent variables, and dependent variables of skill and luck treated univariately was completed. For the perception of skill, females were biased in favor of male subjects and applicants described using masculine attributes. Both males and females attributed more skill to applicants entering fields of study that were nontraditional for their sex. The perception of luck was more variable with feminism beliefs of the rater impacting on attributions. The 70-item Attitude Inventory is included in Appendix A. (Author/PN)

SE

ED 226 943 SE 039 499

Vermandel, Alfred, Ed.
Proceedings of the International Conference for the Psychology of Mathematics Education (6th, Antwerp, Belgium, July 18-23, 1982).
International Group for the Psychology of Mathematics Education.
REPORT NO.- ISBN-2-87092-000-8
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTIONS- Algebra; Arithmetic; *Cognitive Processes; *Concept Formation; Discovery Learning; *Educational Psychology; Educational Research; Elementary Secondary Education; Higher Education; Learning Theories; *Mathematics Education; *Mathematics Instruction; Neurology; *Problem Solving; Proof (Mathematics); Teaching Methods
IDENTIFIERS- Heuristics; *Mathematics Education Research

The International Group for the Psychology of Mathematics Education (IGPME) was founded in 1976 at the Third International Congress for Mathematics Education, to promote international contacts and the exchange of scientific information in the psychology of mathematical education. The goal was to further a deeper and more correct understanding of the psychological aspects of teaching and learning mathematics and the implications thereof. This material consists of two documents. The first is a collection of approximately 70 papers classified under the following themes: (1) Concept Formation; (2) Problem Solving; (3) Language; (4) Proof; (5) Arithmetic and Algebra; (6) Ratio and Proportion; (7) Methods of Teaching; (8) Assessment; (9) Errors, (10) Discovery Learning; (11) Social Aspects; and (12) Neurophysiology. The second volume contains two of the five plenary lectures presented at the conference, a listing of the contents for the first document, and five additional conference papers. (MP)

ED 226 959 SE 040 363

Boucher, Elizabeth F.; Fletcher, Richard K., Jr.
A Comparison of Levels of Cognitive Thought Determined by the Longeo
Test and Achievement Levels of Secondary School Science Students.
Tennessee Technological Univ., Cookeville.
PUB DATE- 9 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; Biology; Chemistry; *Cognitive Development; *Developmental Stages; Educational Research; General Science; Physical Sciences; Physics; Science Education; Science Instruction; Secondary Education; *Secondary School Science; Secondary School Students; *Sex Differences; *Student Characteristi
IDENTIFIERS- Longeot Test of Concrete and Formal Reasoning; Science Education Research

The purpose of this study was to: (1) assess the reasoning levels of students using the Longeot Test; (2) compare the background of each student with the student's reasoning ability; and (3) identify which factors would best determine a student's reasoning level on the Longeot Test. The sample consisted of 636 students (336 females and 300 males) from nine schools located in the Upper Cumberland Region of Tennessee. Materials used for the study included the Longeot Test, standardized test scores (obtained for 501 students), and student background information, including age, sex, educational level of parents, and type of science course students were taking, i.e., biology (N=220), general science (N=110), chemistry (N=127), physical science (N=119), and physics (N=60). Results indicate that these variables affected student performance on the Longeot Test. In addition, results showed that a greater percentage of formal thinkers were male (53.7 percent) as opposed to female (46.3 percent). The significant differences found in correlating these variables support other research indicating the presence of two developmental stages in adolescence, that males score higher on a test of reasoning ability based on a Piagetian model than females, and that there is a positive correlation between achievement level and reasoning level. (JN)

ED 226 990 SE 040 731

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement XI.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Water Programs.
PUB DATE- Sep 82
GRANT- EPA-T-901366010
AVAILABLE FROM- EPA Information Dissemination Project, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $12.00, $4.00 each
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Audiovisual Aids; Citizen Participation; Environmenta Education; Indexes; Information Dissemination; *Instructional Materials; Pesticides; Postsecondary Education; Sludge; Technology; Waste Disposal; *Waste Water; Water; Water Pollution; *Water Quality; *Water Resources; *Water Treatment
IDENTIFIERS- Hazardous Materials

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their problems. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS Supplements I-X. (JN)

ED 227 067 SP 021 783

Womack, Karen King; Womack, Sid T.
Adapted Physical Education for Emotionally Disturbed Children and Learning Disabled Children.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Adapted Physical Education; *Behavior Modification; Elementary Secondary Education; *Emotional Disturbances; Individualized Education Programs; Interpersonal Relationship; *Learning-Disabilities; Mastery Learning; Psychomotor Objectives; Self Concept; Self Control; Sequential Learning; *Student Characteristics; Student Motivation; Teaching Methods

A review of literature on learning disabled and emotionally disturbed children is presented, focusing upon the role of the physical education teacher as a part of the educational team responsible for implementing individualized education programs. The close relationship between learning disabilities and emotional disturbances is examined, and characteristics which make emotionally disturbed children behave in a markedly different way from social norms are discussed. Theories on neuromuscular etiologies such as myelinization, hyperactivity, and movigenics are cited. Approaches to adapting physical education programs to meet the needs of children with these particular handicaps are explored, including consideration of: (1) movement development; (2) self control; (3) motivation; (4) self confidence; (5) psychological tests; (6) hyperkinetic children; (7) sequential and mastery learning; (8) behavior modification, reinforcement, and modeling; and (9) obtainable goals for both elementary and secondary school physical education programs. The necessity of building and implementing an effective behavioral management system for adapted physical education programs is emphasized. (JD)

ED 227 081 SP 021 874

Tinning, Richard I.
The Use of Interaction Analysis in Describing Instructional Processes in Physical Education.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Behavior Patterns; Educational Research; Elementary Secondary Education; *Interaction Process Analysis; *Measurement Techniques; *Physical Education; Physical Education Teachers; Student Behavior; Student Teacher Relationship; Teacher Behavior; *Teacher Effectiveness; *Teaching Methods; Teaching Styles

A review is presented of research concerning physical education instruction, focusing upon those studies which use interaction analysis as a method of systematically observing the instructional process. A brief overview of the development of interaction analysis systems in physical education cites instruments which were designed for focusing on classroom teaching, e.g., Cheffer's Adaption of the Flanders Interaction Analysis System (CAFIAS), and adaptations of generic systems such as Olson's modification of the Observational System for Instructional Analysis (OSIA). Other systems which have also provided basic research tools for studies are included in the overview. A discussion is offered on the uses of these instruments in describing instructional processes and determining behavior patterns in teaching. Findings of contemporary studies on the issue of effective teaching behaviors are summarized. A discussion is presented on the use of interaction analysis in changing teacher behaviors. A list of 44 references is included. (JD)

ED 227 097 SP 022 210

Doyle, Walter
Academic Work.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
CONTRACT- NIE-P-82-0051
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Academic Achievement; *Academic Standards; *Classroom Environment; Cognitive Development; *Cognitive Processes; Critical Thinking; Elementary Secondary Education; Mathematics Education; Reading Instruction; Science Education; Student Evaluation; *Student Teacher Relationship; Writing Instruction
IDENTIFIERS- National Commission on Excellence in Education

This paper is focused on a relatively new emphasis in education research: the nature of academic work contained in the curriculum of elementary and secondary schools, how that work is organized and accomplished in classrooms, and what modifications in academic work are likely to increase student achievement. The paper is divided into two major sections. The first section is devoted to an analysis of the intellectual demands inherent in different forms of academic work. Of special importance in this section is the recent work on cognitive processes which underlie school tasks. The second section is directed to studies of how academic work is carried on in classroom environments. Particular attention in this section is given to the ways in which social and evaluative conditions in classrooms affect students' reactions to work. Each section contains an analysis of implications for improving the quality of academic work in classrooms and thus increasing student achievement. Also present is an extensive bibliography (21 pages). (JM)

ED 227 127 TM 830 110

Wesson, Caren; And Others
Teaching Structure and Student Achievement Effects of Curriculum-Based Measurement: A Causal (Structural) Analysis.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
REPORT NO.- IRLD-RR-105
PUB DATE- Dec 82
CONTRACT- 300-80-0622
AVAILABLE FROM- Editor, IRLD, 350 Elliott Hall, 750 East River Road, University of Minneapolis, MN 55455 ($3.00)
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Achievement; Curriculum Development; Elementary Education; Federal Legislation; *Formative Evaluation; *Individualized Education Programs; *Instructional Design; *Instructional Improvement; Program Development; Program Effectiveness; Reading Achievement; Special Education; *Student Evaluation
IDENTIFIERS- Accuracy of Implementation Rating Scale; Minnesota; Structure of Instruction Rating Scale

To achieve substantive as well as procedural compliance with Public Law 94-142, it must be determined whether using the formative evaluation system which is useful for monitoring the effects of instruction, increases teacher success in developing student programs. Causal modeling techniques were used to examine the relationships among implementation of a formative evaluation system, structure of instructional programs, and achievement for 117 students in grades 1-7. The Accuracy of Implementation Rating Scale monitored implementation procedures and the Structure of Instruction Rating Scale measured the degree of instructional lesson structure students received. Reading achievement measures were collected three times over the 5-month period by 31 trained teachers. Measurement, structure, and achievement were stable across time and measurement had a short-lived effect on achievement. Measuring student performance had an early effect on achievement, as did silent reading practice. Determining the effect of implementation of an evaluation system or structure of lessons and student achievement was not realized via the present analysis. The appendices contain the Accuracy of Implementation Rating Scale and the Structure of Instruction Rating Scale. (Author/PN)

ED 227 158 TM 830 178

Beed, Terence W.; And Others
Technical Report on Surveys Conducted for The Committee of Inquiry into Education and Training: National Educational Survey, 1977. National Survey of Post-Secondary Staff, 1977. Occasional Paper No. 2.
Sydney Univ. (Australia). Sample Survey Centre.
REPORT NO.- ISBN-0-909203-83-0
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Career Planning; College Students; *Educational Quality; Foreign Countries; *Futures (of Society); Higher Education; National Norms; *National Surveys; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Australia

A set of four surveys conducted on behalf of the Committee of Inquiry into Education and Training (Department of the Prime Minister and Cabinet, Australian Government), 1977, is presented. The National Educational Survey, 1977, was a survey of 8000 students enrolled in the major sectors of post-secondary education in Australia: universities, colleges of advanced education, and technical and further education colleges. It interlocks with the National Survey of Post-Secondary Teaching Staff, of which there were three versions tailored to each of the major sectors. Some 4000 staff members were surveyed. The major variables of the National Education Survey were students' career planning and history, quality of the educational experience, and expectations for the future. The staff survey probed career paths of teaching staff, assessments of the educational experience being offered to students, and their views on the future of post-secondary education in Australia. Many questions were common to all four surveys, permitting inter-survey comparisons for selected items. As the first nationwide survey of the post-secondary education system, the data are of considerable significance for the establishment of national and cross-sectoral norms. Several variables are also suitable for international comparisons. (Author/PN)

ED 226 975 SE 040 716

cs

Clausen, Sten Krog
An Outward-Looking Approach in Schools.
Council of Europe, Strasbourg (France).
PUB DATE- 82
AVAILABLE FROM- Council of Europe, 67006 Strasbourg Cedex, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTIONS- *Building Design; Elementary Secondary Education; *Environmental Education; Foreign Countries; Interdisciplinary Approach; *Land Use; Physical Environment; *Pollution; Program Descriptions; School Business Relationship; School Role; Science Education; Spatial Relationship (Facilities); *Wastes; *Work Environment

This report is based on the work of the international colloquy organized by the Council of Europe (Luxembourg, 1981). The aim of the colloquy was to explore how to foster an outward-looking approach in schools, and how to bring about a new approach to teaching man/environment relationships and ways in which people affect and are affected by their surroundings. The report contains a summary of introductory statements, four selected case studies, and some considerations on the need for a new spatial design for schools. Topics addressed in the introductory statements include the utilitarian function of schools, the teaching need for open schooling, and the educational function of open schooling. Case studies focus on educational projects which effectively incorporate the environment at all educational levels. These include projects from the United Kingdom (environmental responsibility/awareness), Spain (urban pollution and its effects on plants), Denmark (introduction to working life), and France (establishment of land-use plan and practical application). Whether the new outward-looking approach to teaching should or should not influence the design of school buildings is addressed in the final section of the report, suggesting that educational teams express their needs in the form of a program for architectural considerations. A sample program is outlined and discussed. (JN)

ED 227 005 SO 014 323

Kischke, Martina I.
Between Worry and Security: The Situation of the "Aged" in the Federal Republic of Germany. Special Analysis. Sozial Report 2-82 (e).
Inter Nationes, Bonn (West Germany).
REPORT NO.- SR-2-82(e)
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Age Discrimination; Educational Needs; Federal Aid; Females; Foreign Countries; Gerontology; Males; *Older Adults; Preretirement Education; Retirement Benefits
IDENTIFIERS- *West Germany

German people are thinking about how senior citizens, who comprise about 15% of the population, can live a better life. Women predominate among the senior citizens in Germany. Investigators into the educational needs of older women living alone found that a very small number take part in further educational opportunities. Two major problems of these women are physical loneliness and financial need. Everything in life, including growing old, has to be learned. German firms and trade unions, institutions for adult education, and welfare associations are already dealing with this problem. For example, trade unions are sponsoring courses to help prepare workers for retirement, and, as guests, senior citizens can listen to lectures at every German university. The law concerning widows' and widowers' pensions is being reformed. Senior citizens are beginning to mobilize. Important addresses and literature for further reference are provided. (RM)

ED 227 020 SO 014 516

Robinson, Paul
Patterns in Social Studies Methods Courses: A Review of the Literature.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Course Content; Course Evaluation; Educational Innovation; *Educational Needs; *Educational Practices; Educational Theories; Literature Reviews; *Methods Courses; Methods Research; Secondary Education; *Social Studies; Teacher Education; *Teacher Effectiveness

Current literature on social studies methods courses for secondary education teachers focuses on rationales, quantitative data, criticism, and innovations. Although social studies methods courses are highly criticized, a paucity of literature exists on the rationale for the course, most of which calls for increased conceptualization. In contrast, an abundance of quantitative data on teaching practices consists of surveys of course instructors or reports by an instructor on methods of his particular course. All of these reports focus on a different aspect of the methods course; thus, there is little cumulative impact to them. Criticism expressed by students and instructors suggests that the methods courses are impractical, too theoretical, and taught by instructors who have lost touch with the public schools. Critics point out that instructors often resort to lecture as the main mode of instruction and that weaknesses in textbooks lead to weaknesses in instruction. Most material on innovation is based on empirical studies or personal narratives of a particular approach. An extensive work discusses contemporary-based education, the values analysis approach, and the human relations approach. A general conclusion is that although methods courses should be an important part of a teacher's professional training, current content and format are not effective. (KC)

ED 227 189 UD 022 672

Ellsberry, Jim; And Others
Creating Classroom Options: A Handbook for Teachers.
Learning Unlimited, Indianapolis, IN.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; Moore Foundation, Indianapolis, IN.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Disabilities; Educational Diagnosis; Evaluation Methods; *Individualized Instruction; *Instructional Development; Instructional Materials; *Mainstreaming; *Nontraditional Education; *Performance Contracts; Secondary Education; Student Educational Objectives; Student Motivation; Teacher Role; *Teaching Methods; Teaching Styles

This handbook was prepared to guide teachers who are concerned about dealing with the mainstreaming of students classified as disabled. Based on the experiences of Learning Unlimited, an alternative education program at North Central High School in Indianapolis, Indiana, the handbook emphasizes that individualized outcomes for students can be achieved by using traditional learning tools and applying them in nontraditional ways. The different chapters in the handbook present activities and provide ideas designed to enable the teacher to use available resources in such a way as to allow for greater individualization in instruction. Topics discussed include: (1) forming teacher support teams; (2) identifying and creating teaching styles for alternative education classrooms; (3) identifying successful alternative teaching methods; (4) setting classroom goals; (5) diagnosing students' needs and prescribing appropriate instructional options; (6) using resources; (7) motivating students; (8) measuring achievement; and (9) developing negotiated contracts as the bases for individual students' objectives and activities in particular classes. An appendix presents objectives, guidelines, and forms that one teacher has developed for a classroom options program. (Author/MJL)

ED 227 204 UD 022 712

King, Al

A Handbook for Inservice Education: Guidelines for Training, Multicultural Education and Desegregation.

Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Annotated Bibliographies; Elementary Secondary Education; Guidelines; *Inservice Teacher Education; Models; *Multicultural Education; *Program Development; Program Evaluation; *Program Implementation; *School Desegregation
IDENTIFIERS- *Ways to Improve Education in Desegregated Schools

This handbook presents guidelines for developing and implementing inservice teacher training programs on multicultural education and school desegregation. Developed by the Ways to Improve Education in Desegegated Schools (WIEDS) project of the Southwest Educational Development Laboratory (Austin, Texas), the guidelines are based on data from the WIEDS information base and various research reports. Following an introductory section that provides a theoretical and conceptual background on multicultural education, school desegregation, and inservice education, the handbook presents separate guidelines for planning and implementing programs concerned with each of these areas. A WIEDS Inservice Education Process Model, designed to complement the guidelines and enhance implementation of an effective training program, is then described. The model has five components: (1) planning; (2) preparation; (3) implementation; (4) application; and (5) evaluation. Each component is discussed in detail. Also included in the handbook are an annotated list of recommended eadings, a bibliography, and forms for use in planning an inservice training program. (MJL)

ED 227 036 SO 014 565

Kobus, Doni Kwclek
Stockton and the World--Developing a Community-Based Global Educatio
Approach.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Bilingual Education; *Community Involvement; Curriculum Development; Educational Needs; Elementary Secondary Education; *Global Approach; *International Relations; Program Descriptions; *School Community Relationship
IDENTIFIERS- Bay Area Global Education Project CA

The global education program of the Stockton (California) Unified School District has evolved from conferences, seminars, and workshops to the Stockton and the World project. The project began in 1971 with the district's participation in the Bay Area Global Education Program (BAGEP) intensive workshop training. Participants then sponsored global education curriculum development workshops and developed linkages between bilingual education and global education within the district. A conference on bilingual education and global education identified needs to develop school/community cooperation in solving educational problems, models within the school community that exemplify global concepts, and an awareness of the local international dimension of these concepts. Finally, a 1982 symposium on "Bilingual Education from an International Perspective" resulted in the development of the Stockton and the World project, which began with three components: a project which places international college students in public school classrooms, a calendar which provides examples of international linkages in the Stockton community, and a program to train high school students as global education instructional aids. Additional activities include a workshop series on Stockton and the World, international career week, and an intermediate grade unit which focuses on the Stockton community as a learning resource. (KC)

SP

ED 227 052 SP 021 437

Wieseman, Robert A.
The Genesis of Education That Is Multicultural at AUM.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Change Agents; Class Activities; College Faculty; Course Content; *Cultural Awareness; *Education Majors; Ethnic Studies; Higher Education; *Multicultural Education; *Program Development; Racial Bias; Required Courses; State Standards; Studer Attitudes; *Student Reaction; *Teacher Education

In response to a federal mandate that Teacher Corps projects include multicultural education as a project goal, a needs assessment was conducted and the results submitted to the faculty of Auburn University at Montgomery, Alabama (AUM). It had been found that teachers in the area felt insecure in dealing with racial and ethnic issues in their classrooms and unprepared to deal with the ethnic diversity they encountered in their work. Since the majority of these teachers were former students at AUM, the university's faculty members were under presssure to review and restructure programs to meet new state teacher education guidelines that emphasized teachers' cultural awareness. A new course, Foundations of Multicultural Education, was developed and subsequently required of all education majors. This course included an introduction to the concepts of multicultural education and strategies for teaching these concepts in elementary and secondary schools. It also offered guidance in managing classrooms of culturally different students. The course's goal is to make prospective teachers more aware of the wide diversity of the United States' pluralistic society and to help these education students to handle classroom problems. (JD)

ED 227 082 SP 021 875

Tinning, Richard I.
Supervision of Student Teaching: A Behavioral Critique.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Classroom Techniques; Feedback; Higher Education; Leadership Styles; Positive Reinforcement; Preservice Teacher Education; Student Teacher Relationship; Student Teachers; *Student Teacher Supervisors; *Student Teaching; *Supervisory Methods; Teacher Behavior; *Teacher Effectiveness; Teacher Response; *Teacher Supervision

Literature on the efficacy of university faculty as supervisors of student teachers reveals the general opinion that university supervisors have a low impact on student teachers, and that their role is secondary to that of cooperating teachers. A cause for this is the lack of training to help student teachers respond appropriately to certain classroom stimuli. There is also a tendency for supervisor advice to be generalized across settings with little understanding of the idiosyncratic nature of classroom environments. Another cause of low impact is quality and quantity of feedback, often delayed and infrequent, which is given to the student teacher. Reinforcers contrived by the supervisor tend to be of insufficient potency to offset the natural occurring reinforcers in the classroom, and accurate detailed specifications of appropriate student teacher behavior are often absent. Supervisors also fail to take an accurate record of student teacher behavior; this inaccurate recordkeeping results in a weak accountability system. (JD)

ED 227 098 SP 022 211

Astin, Alexander W.
Excellence and Equity in American Education.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 82
CONTRACT- NIE-P-82-0053
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; Educational Assessment; *Educational Improvement; Educational Opportunities; *Educational Quality; Elementary Secondary Education; *Equal Education; Higher Education; *Student Development; Student Evaluation; *Student Improvement
IDENTIFIERS- National Commission on Excellence in Education; *Value Added Model

The "value-added" conception of excellence in education, unlike any traditional view, focuses on the ability of a school or college to affect its students favorably and equitably. It focuses on changes in the student from the beginning to the end of the educational program. The "value-added" approach would involve the testing of students entering a school or college for the first time to determine their entering levels of competence for purposes of counseling and course placement. These initial "pretest" scores would not only provide both students and teachers with information about the student's specific strengths and weaknesses, but they would also constitute a baseline against which to measure later student progress ("value-added"). Following the completion of appropriate courses or programs of study, the same or similar tests would be readministered to measure student growth. This approach, unlike traditional measures such as the reputational view, the resources view, or the outcomes view, promotes equity because it diverts attention away from mere acquisition of resources and focuses instead on their effective utilization. Any school is capable of attaining a significant degree of "excellence" through this method. (JM)

ED 227 112 SP 022 300

Neumann, William
College Press and Student Fit.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 5 May 82
CONTRACT- NIEQ820023
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Achievement; Educational Environment; *Highe
Education; Personal Autonomy; School Role; *Student Attitudes; Student Behavior; Student Characteristics; Student College Relationship; Student Costs; Student Development; *Student Motivation; *Student Responsibility; Student Teacher Relationship; *Undergraduate Students
IDENTIFIERS- National Commission on Excellence in Education

Six generalizations are offered regarding the collective requirements and expectations that colleges and universities impose on, or expect of, their students. (1) Colleges and universities in varying degrees expect and require students to demonstrate "basic academic skills" in reading, writing, and mathematics. Students must also learn how to adopt the professor's point of view. (2) Schools have given students considerable autonomy, thus expecting students to exhibit "self-sufficiency" with regard to managing time and to be able to learn through self-instruction. (3) Students must have a high level of "sociability" to get along with their peers as well as with the faculty. (4) Colleges and professors assume a certain and sustaining degree of "motivation"; professors do not feel it is their duty to interest the student. (5) Research indicates that those students with clearly defined goals and a sense of "direction" are more likely to persist and attain a college degree. (6) Colleges and universities require students to pay for their education; those students with "financial security" will study more effectively. (JM)

ED 227 143 TM 830 146

Florida Statewide Assessment Program. Technical Report, 1980-81.

Florida State Dept. of Education, Tallahassee. Student Assessment Section.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accountability; *Basic Skills; Criterion Referenced Tests; *Educational Assessment; Educational Legislation; Elementary Secondary Education; Mathematics Skills; Minimum Competency Testing; Reading Skills; School Effectiveness; *Scores; *State Programs; Test Validity; Writing Skills
IDENTIFIERS- Florida State Student Assessment Test; Florida State Student Assessment Test Part II; *Florida Statewide Assessment Program

The Florida Statewide Assessment Program, defined by the 1976 Educational Accountability Act, collects and disseminates information on the effectiveness of its school systems to help its students achieve minimum performance standards (MPS) in mathematics, reading, and writing tasks. The 1980-81 regular assessment involved approximately 460,000 public school students in grades 3, 5, 8, 11, and 12. Students were tested on the State Student Assessment Test, Part I (SSAT-I), in October 1980. The State Student Assessment Test, Part II (SSAT-II), was administered to 10th grade students in April 1981. SSAT-I is a test of basic skills, while SSAT-II is a test of the application of the basic skills to practical solutions. The reliability and dependability of the tests were monitored through the use of the Kuder-Richardson Formula 20 index (coefficient) of reliability and the Brennan-Kane Index of Dependability procedures. The tests were judged to have high internal consistency reliabilities and high dependability indices. Mastery of MPS was fairly uniform across grade levels and subject areas. MPS criteria, number of skills and items, and descriptions of the raw score data are contained in the appendices. (Author/PN)

ED 227 174 TM 830 203

Kaiser, Javaid
The Differential Predictive Validity of the GRE Aptitude Test for Foreign Students.
PUB DATE- 24 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Aptitude Tests; *College Entrance Examinations; English (Second Language); *Foreign Students; Grade Point Average; Graduate Study; *Predictive Validity; Quantitative Tests; School Registration; Scores; Sex; *Test Bias; Testing Problems; Test Norms; Verbal Tests
IDENTIFIERS- *Graduate Record Examinations; University of Kansas

The predictive validity of the Graduate Record Examinations (GRE) aptitude test has been investigated for foreign students at the University of Kansas. A total of 148 students whose first language was other than English were selected for this study. Verbal and quantitative scores on the GRE, field of study, sex, and year of initial enrollment were used as predictors. The grade point average (GPA) in the graduate school was considered as the criterion. The results revealed that foreign students scored significantly lower than American students on the GRE scores and the GPA. Poor correlation between the GRE scores and the criterion suggested that the GRE aptitude test is not the most appropriate way to predict academic performance of foreign students. During multiple regression, field of study and verbal scores on the GRE were found to be significant predictors of the GPA. High within-group variability among foreign students suggested the study of subgroups formed on the basis of language, culture, or the geographic location. The use of separate norms for foreign students was also found desirable. (Author/PN)

ED 226 944 SE 039 605

Cowan, Margaret E., Ed.; Stapp, William B., Ed.
International Case Studies in Environmental Education. Environmenta
Education in Action V.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
CONTRACT- 400-78-0004
AVAILABLE FROM- Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Case Studies; *Community Programs; Conservation (Environment); Conservation Education; Developed Nations; Developi Nations; Elementary Secondary Education; *Environmental Education; *Foreign Countries; Interdisciplinary Approach; *International Programs; *National Programs; Nonformal Education; Physical Environment; Program Descriptions; Program Development; Science Education

Provided in this document are case studies of representative and exemplary innovative environmental education programs from various regions of the world (North America, Latin America, Western Europe, Eastern Europe, Africa, Asia, and Australia/Oceania). The case studies provide information on the environment and environmental problems and concerns of various countries, insights into that country's attitude toward the environment and education, and models of programs created for that country's situation. Many of them incorporate international cooperation or a global perspective. The opening section provides a philosophical overview of environmental education and strategies to promote environmental education internationally. Major sections which follow address multinational, national, community, and single-institution programs. Multinational programs are those which involve institutions, organizations, or governments of more than one country. National programs are single programs intended for use throughout a nation. Community programs occur in one community or localized area of a country, and focus on that community's environment. Single-institution programs are undertaken at one school, university, or museum. Case studies are also categorized in a matrix found in the introduction to the document. Programs are arranged by world region, target audience, environmental/education emphasis, and sponsor in the matrix. (JN)

ED 226 960 SE 040 373

Kaufman, Burt; And Others
Mathematical Education for the Gifted Secondary School Student. MEGSSS in Action.
CEMREL, Inc., St. Louis, Mo.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skill
Improvement Program.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academically Gifted; College Mathematics; *Course Descriptions; Geometric Concepts; Gifted; Logic; Mathematical Logi
*Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Number Concepts; Secondary Education; *Secondary Scho
Mathematics; Teaching Methods; Textbooks
IDENTIFIERS- National Institute of Education; Project MEGSSS

This booklet provides an overview of the Elements of Mathematics Program used in Project MEGSSS (Mathematics Education for Gifted Secondary School Students). It was designed for gifted students in grades 7-12 with excellent reading and reasoning ability. It attempts to explore the upper content limits of the mathematics tha
such students can understand and appreciate. An innovative feature
is that some of the more advanced parts are not to be teacher-taugh
in the classical mode; students read several books on their own, with the teacher then leading a discussion of what was read. The contents of the program are listed, with a detailed description in an appendix. The role of logic and intuition, enrichment and acceleration, teacher preparation, and evaluation are considered, followed by some questions and answers about the Project. (MNS)

ED 226 991 SE 040 733

Sweitzer, Gary L.; And Others

A Meta-Analysis of Research on Science Teacher Education Practices Associated with Inquiry Strategy.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
CONTRACT- 400-78-0004
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Elementary Secondary Education; Higher Education; *Inquiry; Learning; *Program Effectiveness; Questioning Techniques; Research Methodology; *Science Education; *Science Instruction; Student Characteristics; *Teacher Behavior; Teacher Characteristics; *Teacher Education Programs
IDENTIFIERS- *Meta Analysis; Science Education Research

This study, part of the Colorado Science Meta-Analysis Project, was designed to assess the effectiveness of teacher education programs on preservice and inservice teachers having as measured outcomes one or more variables associated with inquiry teaching. Inquiry teaching within the context of the study addresses teacher behaviors facilitating student acquisition of concepts, processes, and skills through active involvement with general inquiry strategies. Specific outcome criteria which appeared in the research reviewed for the analysis and judged as falling within the confines of this definition include: knowledge of science processes, inquiry instructional strategy, indirect verbal behavior, accepting interpersonal behaviors, increased wait-time questioning behavior, higher cognitive questioning behavior, and discovery instructional strategy. Sixty-eight studies, involving at least one of these outcomes associated with inquiry strategy, were selected for analysis. Relevant variables (114) were identified and coded according to: study form/design characteristics, teacher/teacher trainee characteristics, student characteristics, treatment characteristics, outcome characteristics, and effect size calculation characteristics. Because descriptive reporting of teacher and/or student characteristics which might affect outcome measures was sporadic and occurred with frequencies too low to support analysis, the analysis was divided into categories focusing on variables associated with: methodological aspects of studies, study treatments, and the variety of teacher education outcomes sought. (JN)

ED 227 068 SP 021 798

Eckstein, Max A.; And Others
A Comparative Review of Curriculum: Mathematics and International Studies in the Secondary Schools of Five Countries.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 25 Feb 82
CONTRACT- NIE-P-82-0012(23)(25)
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Education; Course Content; *Curriculum Design; *Developed Nations; *Foreign Countries; *International Studies; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; Social Studies; Teacher Education
IDENTIFIERS- Canada; Japan; *National Commission on Excellence in Education; United States; USSR; West Germany

This paper describes curriculum content in two areas--mathematics and international studies--in the secondary schools of Canada, Japan, West Germany, the USSR, and the United States. Relevant background on teacher preparation and on the structure and organization of secondary schooling in each country is introduced to provide a context for the information provided. After the introduction, the paper's second part summarizes major conceptual and methodological issues in comparative studies and in comparative curriculum. In the third section, the content of the mathematics programs is presented with data on when that content is introduced into the program in each country. A sampling of instructional practices from various countries which may have relevance to mathematics education in the United States is included, and issues in mathematics education are examined. The international studies component of the broader social studies curriculum is described and discussed in the fourth section, and case histories of the curriculum in each country are presented. In the fifth part, concluding observations draw attention to the issues of the nature, possibilities, and problems of comparative curriculum study, the two curriculum areas, teachers and instruction, and considerations of curriculum change and policy making. (JD)

ED 227 128 TM 830 115

Fuchs, Lynn S.; And Others

Use of Aggregation to Improve the Reliability of Simple Direct Measures of Academic Performance.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
REPORT NO.- IRLD-RR-94
PUB DATE- Oct 82
CONTRACT- 300-80-0622
AVAILABLE FROM- Editor, IRLD, 350 Elliott Hall, 750 East River Road, University of Minneapolis, MN 55455 ($3.00)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; Elementary Education; *Evaluation Methods; Measurement Objectives; *Measures (Individuals); *Oral Reading; Research Needs; Special Education; Standardized Tests; Student Evaluation; *Test Reliability; Test Validity; *Writing Evaluation
IDENTIFIERS- *Aggregation (Data); Ginn Reading 720 Series; Woodcock Reading Mastery Test

The effects of aggregation on the reliability of measures of academic performance were explored in two studies. In the first study, 30 elementary-age children were tested four times on the same forms of the Woodcock Reading Mastery Tests and the Ginn 720 Reading Passage measures. Group stability coefficients, within-subject reliability coefficients, and group correlations between variables each were calculated on the basis of one or two testings and then on the basis of aggregations over four testings. On the standardized measure and on the oral passage reading correct rate score, aggregation had little impact; however, on the oral passage reading error rate score, aggregation substantially increased all reliability indices. In the second study, 78 children were tested 10 times on alternate forms of two reading measures and one written expression measure. Group stability coefficients were calculated on

ED 227 159 TM 830 180

Holmes, Barbara J.; And Others
Reading, Science and Mathematics Trends. A Closer Look.
Education Commission of the States, Denver, Colo. National Assessmen of Educational Progress.
SPONS. AGENCY- National Inst. of Education (ED), Washington DC.
REPORT NO.- NAEP-SY-RSM-50
PUB DATE- Dec 82
GRANT- NIE-G-80-0003
AVAILABLE FROM- National Assessment of Educational Progress, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Achievement Tests; *Educational Assessment; *Educational Trends; Elementary Secondary Education; *Federal Programs; High Achievement; Low Achievement; *Mathematics Achievement; Racial Differences; *Reading Achievement; *Science Education; Student Evaluation; Test Results
IDENTIFIERS- *National Assessment of Educational Progress

This paper highlights the results of analysis of achievement trends, described in report "Changes in Student Performance by Achievement Class and Model Class." This paper extrapolates from the complete study those findings that have the most direct implications for education policy and decision makers. Overall, students in the lowest performance quartiles realized greater gains than did those in the highest performance quartiles. In the lowest quartile, black students in the modal grades appropriate for 9-, 13- and 17-year-olds increased in reading and mathematics performance, and fourth graders in the highest quartile also increased in reading and mathematics. Moreover, black eighth graders in the highest quartile increased in reading performance, too. Often, gains by blacks in the modal grades exceeded those by whites in the modal grades. Both white and black 17-year-olds in the 11th grade who performed in the highest quartiles suffered substanial losses in mathematics and science. A section titled "Considerations for the Future" and a bibliography are included. Primary type of information provided by report: Results (Change) (Selective). (Author/PN)

ED 226 976 SE 040 717

Learning in Science Project (Form 1-4). Final Report.

Waikato Univ., Hamilton (New Zealand).

PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Biology; Chemistry; *Comprehension; *Concept Formation
*Elementary School Science; Elementary Secondary Education; Foreign
Countries; *Learning; Performance Factors; Physics; Science
Curriculum; Science Education; *Science Instruction; *Scientific
Concepts; Secondary School Science; Teaching Methods
IDENTIFIERS- Misconceptions; *New Zealand; Science Education Researc

The Learning in Science Project investigated teaching and learning in science at the Form 1 to 4 level to identify some of the key difficulties in this subject area and to find ways of overcoming such difficulties. Included in this final report are: (1) brief accounts of the three major phases of the research; (2) a list of papers derived from the project; and (3) recommendations of the project's advisory committee. The first (exploratory) phase used structured/unstructured interviews and observations to identify problems related to difficulties in understanding scientific ideas/theories, conceptions held by students, science and everyday language, experiments, and instructional strategies. The second phase, also using interviews/observations focused on the learner, examining students' views about the behavior of phenomena, and their classroom experiences and outlook on science. Four groups were formed in the third phase to examine issues related to concepts in the specific content areas. These include physics (force, friction, gravity), biology (living, animals, plants), chemistry (particles, physical change, chemical change), and an activities group, exploring solutions to some mismatches isolated in the work on students' classroom experiences. Seven recommendations are provided, focusing on dissemination of the project's findings to help teachers assess and modify their instructional strategies. (JN)

ED 227 006 SO 014 345

A Day of Dialogue. Planning & Curriculum Resource Guide. Dealing with Issues of Nuclear War in the Classroom.

Educators for Social Responsibility, Cambridge, MA.

PUB DATE- Sep 82
AVAILABLE FROM- Educators for Social Responsibility, 639 Massachusetts Avenue, Cambridge, MA 02139 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Controversial Issues (Course Content); Disarmament; Elementary Secondary Education; Learning Activities; *Nuclear Warfare; Peace; Program Development; Program Implementation; Resource Materials; War; *World Problems

Elementary and secondary teachers and parents can use these resource materials to educate students about the issues related to war and peace. There are three major parts. The first part discusses how to implement a "day of dialogue," during which the dangers of nuclear war are examined. Included are tips on how to organize, meet resistance, and mobilize support; sample letters to parents and faculty members; publicity flyers; brief reading selections which provide background information on nuclear weapons and warfare; and study questions and reading lists. Part two suggests many varied learning activities which are organized by grade level (K-3, 4-6, 7-12). For example, students read and discuss books, role play, tell stories, participate in debates, write poetry, and listen to outside speakers. Part three is an annotated bibliography for students and teachers. (RM)

ED 227 190 UD 022 676

Jeffres, Leo W.; Barnard, Mildred
Communication and the Persistence of Ethnicity. Monograph No. 5.
Cleveland State Univ., Ohio.
SPONS. AGENCY- Cleveland Foundation, Ohio.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Community Change; *Cultural Awareness; *Ethnic Groups; *Ethnicity; *Mass Media Effects; Newspapers; Periodicals; Radio; Social Networks; *Surveys; Television
IDENTIFIERS- *Ohio (Cleveland)

This monograph presents results of a survey of 13 ethnic groups conducted in the Greater Cleveland area in 1980-81 to determine how ethnicity was affected by communication and the mass media. In the introductory section, the monograph describes the ethnic composition of Cleveland (which includes Hispanics, Vietnamese, Koreans, Filipinos, Indians, Eastern and Western Europeans, Lebanese, Japanese, Asian Indians, Burmese, Cambodians, Iranians, Chinese, Russians, and Turks), and notes the number of characteristics of ethnic newspapers, periodicals, radio and television stations in the Cleveland area and the United States in general. The second section describes how the survey was conducted, discusses major changes in the personal lives of ethnic groups and communities, and examines how these people use and react to the media. Other issues considered are their radio and television channel preference, newspapers read, interpersonal communication, cultural patterns (customs and traditions), integration with family, friends, and neighborhood, and their political involvement. Finally, the results of the current survey are compared with those of a previous survey carried out in 1976. (WAM)

ED 227 021 SO 014 518

Colditz, J. M., Comp.; du Plessis, B. J.
Educational Planning - A Bibliography with Special Emphasis on Developing Countries. Revised.
University of the Orange Free State, Bloemfontein (South Africa).
REPORT NO.- ISBN-0-86886-098-0
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Comparative Education; Curriculum Development; *Developing Nations; *Educational Planning; Educational Practices; Educational Theories; Elementary Secondary Education; Higher Education; Methods; Models; Teacher Education
IDENTIFIERS- Africa; Latin America

Journal articles, books, monographs, research papers, and lecture-discussion papers on educational planning covering the period from 1970 to mid 1977 are cited. Some outstanding literature not belonging to this period is also cited. The first section lists existing bibliographies in educational planning. Concept and general theory and methodology of educational planning are the foci of sections two and three. Section four deals with the educational planning process. Materials listed in section five focus on economic models, techniques (e.g., cost-benefit analysis and linear programming), and approaches (e.g., rate of return and residual) in educational planning. Sections six through ten, which comprise about half the publication, deal with educational planning in developing countries, including Africa and Latin America. Specifically discussed are factors influencing educational planning, special projects, curriculum planning, teaching, and teacher training. A subject index and listings of authors and abbreviations conclude the bibliography. (RM)

ED 227 022 SO 014 521

ED 227 144 TM 830 149

Flexing Your Test Muscles: A Guide to Developing Test-Taking Skills.
Florida State Dept. of Education, Tallahassee. Student Assessment Section.
PUB DATE- 81
AVAILABLE FROM- Student Assessment Section, Florida Department of Education, Knott Building, Tallahassee, FL 32301.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Elementary Secondary Education; Instructional Materials; Parent Participation; Problem Solving; Student Development; Test Anxiety; *Test Coaching; Testing Problems; *Test Wiseness; Time on Task
IDENTIFIERS- *Florida Statewide Assessment Program

This booklet is designed for elementary and middle school teachers to use in teaching students how to improve their test-taking skills. The authors draw the analogy between an athlete preparing for the big race and a young student getting ready for an important test. The central character is an underdeveloped test-taking tiger who, after going through "test-taking calisthenics," including time management techniques, problem-solving tactics, and anxiety control, becomes a well-developed test-taking winner. The booklet contains answer sheet games, techniques for working test items, and helful tips to improve students' test scores. This publication, although developed by the Florida Statewide Assessment Program, is not directed toward use with that testing program alone, but is for use in any testing situation. (PN)

ED 227 175 TM 830 204

Choppin, Bruce H.
Extracting More Information from Multiple Choice Tests: Analytic Techniques for the Answer-until-Correct Mode.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Computer Assisted Testing; Difficulty Level; *Guessing (Tests); Knowledge Level; *Latent Trait Theory; *Mathematical Models; *Measurement Techniques; *Multiple Choice Tests; Psychometrics; Test Items
IDENTIFIERS- *Answer Until Correct; Distractors (Tests); One Parameter Model; *Partial Knowledge (Tests); Rasch Model

In the answer-until-correct mode of multiple-choice testing, respondents are directed to continue choosing among the alternatives to each item until they find the correct response. There is no consensus as to how to convert the resulting pattern of responses into a measure because of two conflicting models of item response behavior. The first suggests that partial knowledge allows the subject to eliminate some distractors immediately, and then assumes essentially random guessing among the remainder. The second proposes that the first error made by the subject results from misinformation, but that guessing comes into play after that. The paper considers three latent trait measurement models from each of these perspectives. Each is an extension of the Rasch one-parameter logistic model. The first, which is most relevant to the partial knowledge viewpoint, is based on a count of the error choices before the correct response is identified. The second calibrates the difficulty of each step in each item. The third calibrates the difficulty of each distractor. It is argued that the second model provides the best context for distinguishing between the misinformation and partial knowledge approaches. (Author/PN)

ED 226 961 SE 040 374

Herbert, Martin C.; Marshall, Gail
Project TOPS. Final Evaluation Report. Math Research and Evaluation Studies.
CEMREL, Inc., St. Louis, Mo.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skill Improvement Program.
PUB DATE- Oct 82
CONTRACT- 300-800-954
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Basic Skills; Curriculum Development; Educational Research; Elementary Secondary Education; *Inservice Teacher Education; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Problem Solving; Teacher Education; Testing; Test Items
IDENTIFIERS- *Mathematics Education Research; *Project TOPS

TOPS, a set of materials designed to improve problem solving instruction, was evaluated in two large urban school districts from Fall 1980 to Spring 1982. At Site A, the program was implemented at the middle school level (grades 5-8), where most mathematics teachers were specialists; they accepted the problem-solving activities after some initial hesitation. At Site B, the program wa implemented in grades 3-8, though most often in grades 4 and 5, usually by teachers who were not mathematics specialists. They varied in their belief that the activities would improve problem-solving ability, and, even though in year 2 they were allowed to develop lessons involving problem-solving strategies tie more closely to textbooks and tests, problem solving was never completely accepted by all teachers. At Site A, 80 teachers were trained, eventually affecting over 300 classes, and the school boar pledged continued support. At Site B, progress was slower. Two majo effects were noted at both sites: (1) teachers viewed TOPS favorabl and commented on its positive impact on students' mathematics and thinking skills; and (2) TOPS students had better test scores than non-TOPS students; differences were significant at Site A but not Site B. (MNS)

ED 227 007 SO 014 354

DeMartini, Joseph R.
Where Have All the Radicals Gone? Some Thoughts on the Consequences of Social Movement Participation.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Activism; Adults; Attitude Change; Behavior Theories; College Students; Family Influence; Followup Studies; Generation Gap; Peer Influence; *Political Attitudes; *Political Socialization; Social Action; Sociology
IDENTIFIERS- *Social Movements

This document measures two sociological theories against patterns which emerge from six studies on former student activists. Because the existing data neither confirm nor contradict each theory, a third orientation is introduced. Briefly stated, the social integration theory suggests that former activists assume adult work roles, retreat from their former radical politics, and participate only in the traditional political system. The generational cohort perspective predicts that activists will reject full-time employment and adult careers, maintain radical political beliefs, and reject traditional forms of political participation. However, results of the six studies indicate that former activists move into adult work roles in education, human services, and creative occupations; maintain liberal/radical political beliefs and ideological preferences; and mix institutionalized and uninstitutionalized forms of political participation. These contradicting results illustrate the importance of considering the influence of political socialization before the college years. The maintenance of political beliefs and behaviors into adulthood is a result of forces operating between and within generations; political socialization is not isolated in college experiences. Thus, the three socializing forces of adult work roles, membership within a generation, and intergenerational political socialization account for how former activists integrate into adult life. (KC)

ED 227 037 SO 014 566

Kobus, Doni Kwolek
The Developing Field of Global Education: A Review of the Literature
PUB DATE- 1 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Citizenship Education; *Classroom Environment; Curriculum Research; *Developmental Stages; Educational Needs; *Educational Objectives; Educational Practices; Educational Research; Educational Theories; Elementary Secondary Education; *Global Approach; Literature Reviews; Political Attitudes; *Political Socialization; *Program Effectiveness; Research Needs; Teaching Methods

Research reviews are presented on the definition, scope, and natur of global education. Specifically, reviews focus on developmental research, which suggests that a certain age span is appropriate for teaching awareness of other nations, and environmental research, which identifies influences on the student in the classroom environment. In addition, global education is viewed within the broader framework of the literature on political socialization. Research shows and educational theories suggest that children between the ages of 7 and 12 years are particularly open to learning about others and to developing patriotism without chauvinism. Evaluations of programs and innovative curricula suggest that the most effective teaching approach is an analysis of cultural differences within the context of universal characteristics and needs of humankind. An organized, sequential effort which engages the student in experiential learning is most effective. Literature on political socialization identifies parental and media influences as factors which affect attempts to change attitudes through curriculum. Classroom climate, teacher credibility, and cooperative learning strategies appear to be the most important factors in developing positive attitudes. Although sufficient rationale for global education exists, the need to assess the impact of implemented programs is critical. (KC)

ED 227 053 SP 021 438

Wieseman, Robert A.
Institutionalizing a Graduate Degree in Multi-Cultural Education.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Curriculum Development; *Graduate Study; Higher Education; Instructional Materials; *Masters Degrees; *Multicultural Education; Program Evaluation; *Program Implementation; Required Courses; State Standards; Student Recruitment; Teacher Attitudes; *Teacher Education; Teaching Methods
IDENTIFIERS- Teacher Corps

A graduate degree program in education at Auburn University (Montgomery, Alabama) includes a core of multicultural courses that fit into the graduate certification programs of early childhood, elementary, middle, and secondary education. This masters degree program includes three courses: Education in Culturally-Diverse Environments; Curriculum in Multicultural Environments; and Methods of Teaching in Multicultural Environments. The first course is designed to develop appreciation, awareness, and understanding of a culturally diverse society for educational programming, and comprehension of the multicultural character of American society. The second course provides an in-depth study on how to develop curriculum materials for multicultural education, and imparts an understanding of the philosophical, psychological, social, and economic forces affecting multicultural curriculum development. The third course in the sequence is field-based and designed to develop expertise in conducting ethnographic studies within the classroom environment, matching materials with the student's comprehension level, and integrating multicultural materials with subject matter areas in a field-based setting. (JD)

ED 227 083 SP 021 876

Quinn, Peter J.; Venezia, Jennie
Why? What? By Whom? A Rationale for a Baccalaureate Program in Human Services in a School of Education.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Bachelors Degrees; Behavior Modification; *Counselor Qualifications; Counselor Training; Higher Education; *Human Relations Programs; *Human Services; Job Skills; Program Development; *Schools of Education; Teacher Education

St. John's University (New York) is developing a baccalaureate program which produces graduates who can successfully cope with demands in the expanding realm of human services. Because the knowledge, skills, and attitudes required of the human services worker are congruent with the expertise of a typical education faculty, the training of human services workers should take place in schools of education. Further program development requires the identification of roles for the human services worker as well as functions which must be carried out to meet these needs. A human services worker should be competent in detecting individuals or groups who are in need of help and steering them toward existing beneficial services. Ability to evaluate priorities and mobilize helpful resources, and skill in solving problems and preventing stress are also essential. Further needed skills are in the areas of changing behavior patterns, consulting, cooperating with community forces, collecting and analyzing data, administration, and continuing care. To satisfy these objectives, human services workers need to function as outreach workers, brokers, advocates, evaluators, mobilizers, teachers, behavior changers, consultants, community planners, data managers, administrators, and care givers. The baccalaureate program is designed to train human services workers to function within each of these 12 roles, so that they have a wide repertoire of competencies in the human services field. (JD)

ED 227 099 SP 022 212

Zimiles, Herbert

The Changing American Child: The Perspective of Educators.

National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 82
CONTRACT- NIE-P-82-0072
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Attention Span; Behavior Patterns; *Child Development; Elementary Secondary Education; *Goal Orientation; Mass Media; Moral Development; *Parent Child Relationship; Parent School Relationship; Personality Traits; Sexuality; *Social Change; Student Attitudes; *Student Characteristics; *Student Teacher Relationship; Teacher Attitudes; Television Viewing
IDENTIFIERS- National Commission on Excellence in Education

A study was based on retrospective descriptions obtained from interviews with a large number of teachers who have taught for over 20 years. Three areas of change in students were consistently noted in the descriptions: children today know more, are freer, and grow up more rapidly. More autonomous, and armed with greater knowledge, children emerge from childhood more rapidly. Societal influences have had much impact on children, parents, teachers, and schooling. Television and other media have also consistently influenced children and schooling. Changes in the family structure, the relationship between parents and children, the increase in peer group influence, and in children's attitudes toward teachers and school are equally important. Educators today are faced with youngsters who, by the time they reach high school, have acquired many material possessions, been entertained and partially educated by the media, achieved a sophisticated degree of sexual awareness, and attained self-reliance by virtue of changes in the quality of family support. These young people, having achieved many visible features of adult status, find it difficult to think of themselves as needing still more preparation for life. (JD)

ED 227 113 TM 820 890

Livingston, Samuel A.; Zieky, Michael J.
Passing Scores: A Manual for Setting Standards of Performance on Educational and Occupational Tests.
Educational Testing Service, Princeton, N.J.
PUB DATE- 82
AVAILABLE FROM- Educational Testing Service, Box 2885, Princeton, NJ 08541 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Achievement; *Academic Standards; *Cutting Scores; *Educational Testing; *Evaluation Criteria; Minimum Competency Testing; *Occupational Tests; Political Issues; Specifications; Standardized Tests; Test Manuals
IDENTIFIERS- Angoff Methods; Ebel Method; Nedelsky Method; *Standard Setting

This manual is written for the individual responsible for choosing the passing score on an educational or occupational test. It concentrates on practical advice to help select and apply a method for choosing the passing score. Decisions, standards, and judgments are defined and discussed in terms of considerations in choosing a passing score method. Three how-to-do-it sections discuss methods based on judgments about (1) test questions, (2) individual test-takers, and (3) groups of test-takers. A section on choosing a standard-setting method contains recommendations for choosing among the previously presented methods. Social and political issues related to passing scores are discussed. Helpful hints provide practical advice to increase the probability that the passing scores will be accepted. A bibliography, limited to works published since July 1981 dealing with the problem of setting standards, is presented. Additional calculations required by the correction for guessing are included in the appendix. (Author/PN)

ED 226 945 SE 039 704

Cohors-Fresenborg, E., Ed.; Wachsmuth, I., Ed.
Osnabrucker Schriften Zur Mathematik - Proceedings of the International Conference for the Psychology of Mathematics Education (2nd, Osnabruck, West Germany, September 4-9, 1978).
International Group for the Psychology of Mathematics Education.
REPORT NO.- ISBN-3-922211-00-3
PUB DATE- Dec 78
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Development; *Conference Papers; *Educational Psychology; Educational Research; Elementary Secondary Education; *Learning Theories; *Mathematical Concepts; *Mathematics Education; Mathematics Instruction; Psychology
IDENTIFIERS- *Mathematics Education Research; *Psychology of Mathematics Education

This document contains final versions of papers that were conference contributions. This second conference, held in September 1978, was attended by 70 participants from 11 countries. Lectures were presented under the following five main sections: (1) Acquisition of Arithmetical Concepts; (2) The Learning of Generalization and Proof; (3) Interpersonal Aspects of Classroom Communication; (4) The Nature of Mathematical Thinking; and (5) Intuitive and Reflective Processes in Mathematics. The materials presented here are organized alphabetically. Whenever a particular contribution was presented under one of the five themes noted above, the number of this theme section is indicated in brackets in the contents list. The document opens with a brief discussion of the conference and provides some rationale and description of each of the five lecture categories. The bulk consists of individual papers. The material concludes with an alphabetized listing of conference participants. (MP)

ED 226 977 SE 040 718

Andree, Carolyn
Appropriate Technology--A Selected, Annotated Bibliography No. 8.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
PUB DATE- 82
AVAILABLE FROM- Non-formal Education Information Center, College of Education, Michigan State University, 237 Erickson Hall, East Lansing, MI 48824-1034.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Agriculture; Annotated Bibliographies; Communication (Thought Transfer); Developing Nations; *Energy; Females; *Food; Foreign Countries; *Health; Information Sources; Nonformal Education; Rural Environment; *Sanitation; *Technology; Technology Transfer
IDENTIFIERS- *Appropriate Technology

Presented is an annotated bibliography of "appropriate technology" (AT) publications. The bibliography is divided into the following sections. Philosophy and overview section includes works describing the interrelationship of technology with other facets of development; place of technology in international relations; criteria for "appropriate," "intermediate," or "alternative" technologies; sources of the AT movement; and impact of technology on individual lives. Specific Appropriate Technology Techniques section gives descriptions of techniques/information on how devices are constructed, used, and/or maintained. This section is divided into four subsections addressing: (1) general techniques, covering compilations of various AT techniques; (2) agriculture and food, ranging from descriptions of farming devices/techniques to food processing, preservation, and storage; (3) composite techniques, focusing on AT applications in communication, energy, health; and (4) water supply/sanitation techniques, including technical/non-technical descriptions of the design/construction of many types of water supply and sanitary facilities at community-wide and household levels. Continuing Sources of Information are provided in the next section. These include both publications (newsletters, journals, directories) and organizations focusing on appropriate technology. Each entry includes complete title, author(s), source, and annotation. Listed in the final section are 15 documents without annotations. Definitions for and explanations of AT are provided in the introduction to the bibliography. (JN)

ED 226 992 SE 040 734

Hall, Neil
Strategies for Teaching Remedial Mathematics.
Riverina Coll. of Advanced Education, Wagga Wagga, New South Wales (Australia).
PUB DATE- Nov 80
AVAILABLE FROM- Riverina C.A.E., P.O. Box 789, Albury N.S.W. 2640 Australia.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Attitudes; *Diagnostic Teaching; Elementary Education; *Elementary School Mathematics; Language Skills; Learning Theories; *Mathematics Instruction; *Remedial Instruction; Remedial Mathematics; Sex Differences; Socioeconomic Influences; Teacher Education; *Teaching Methods

This booklet was prepared to provide elementary school teachers with background information and strategies for teaching remedial mathematics. Individual sections focus on educational theory and mathematics, which outlines associationist and developmental theories, summarizes traditional and contemporary teaching styles, and relates theories to practice; diagnostic and prescriptive mathematics, which notes reasons for failure and several types of remedial approaches; teacher attitude and classroom climate, which focuses on ideas for improving each; attitudes and mathematics, which indicates how attitudes are formed and measured; language and mathematics, which includes information on language development and problems; socioeconomic variables and mathematics, which briefly notes their role; and sex differences and mathematics, which states some differences between the achievement of boys and girls. Brief case studies are included with most sections. (MNS)

ED 227 069 SP 021 800

Warren, Jonathan R.
The Faculty Role in Educational Excellence.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 82
CONTRACT- NIE-P-82-0017
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; Academic Standards; *College Faculty; College Students; *Course Content; Higher Education; *Institutional Characteristics; Intellectual Development; *Professional Autonomy; Program Effectiveness; Relevance (Education); Teacher Attitudes; *Teacher Effectiveness; Teacher Evaluation; Teaching Methods
IDENTIFIERS- *National Commission on Excellence in Education

The high degree of autonomy college faculty members exercise in organizing and teaching courses suggests that faculty perceptions of educational purposes, subject matter structure and importance, and expectations for student learning are major determinants of educational success. Despite diversity and local autonomy present in its system, American higher education shows a substantial degree of coherence. Students and faculty move with reasonable ease from one institution to another. The autonomy of individual faculty members is countered by a complex network of influences: (1) prior educational and work experience and background characteristics; (2) textbooks and other instructional materials; (3) direct contact with other faculty members (e.g., curriculum committees, departmental discussions, informal contact); (4) professional literature; (5) professional associations and learned societies; and (6) the accreditation process. The first section of this paper describes the nature of the faculty network and its constraining influence on faculty teaching, educational content, and standards. The second section discusses how the effects of faculty views and expectations on student learning, as constrained by the existing system of influences, are or might be assessed. Procedures are described that would extend knowledge of the educational accomplishments of the higher education system while allowing for its diversity. (JD)

the basis of 2, 4, 6, 8, and 10 testings. For the oral words-in-isolation reading correct score, aggregation had little effect, whereas aggregating over occasions and test forms dramatically improved the stability of the oral words-in-isolation reading error score and the written expression score. The reliability and criterion validity of short, simple measures demonstrated their suitability as measures of academic performance. (Author/PN)

ED 227 129 TM 830 116

Deno, Stanley; And Others
The Use of Standard Tasks to Measure Achievement in Reading, Spelling, and Written Expression: A Normative and Developmental Study.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC
REPORT NO.- IRLD-RR-87
PUB DATE- Aug 82
CONTRACT- 300-80-0622
AVAILABLE FROM- Editor, IRLD, 350 Elliott Hall, 750 East River Road, University of Minneapolis, MN 55455 ($3.00)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Standards; Achievement Tests; Basal Reading; Decision Making; Elementary Education; *Evaluation Methods; *Informal Assessment; Spelling; *State Norms; Written Language
IDENTIFIERS- Aggregation (Data); Harris Jacobson Core List; Minnesota; Pennsylvania; Repeated Testing; Washington

Simple measures of reading, spelling, and written expression were administered to 566 elementary students from the states of Minnesota, Pennsylvania, and Washington. Each child was individually administered three reading word lists, three reading passages, two dictated spelling lists, and two story starters. Approximately 25 minutes was needed for testing, which was performed in the fall and spring. Measures of correctness appropriately reflected developmental changes from grade to grade and from fall to spring within grades. Differences in mean levels of performance were obtained for students from different states, indicating that state or school district norms mav be more appropriate that national norms when using the measures for decision making. (Author/PN)

ED 227 160 TM 830 181

Green, Wanda Jean; Fleming, Margaret
The Cleveland Competency Test in Reading. Working Paper.
Cleveland Public Schools, Ohio.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Decision Making; Desegregation Plans; *Educational Improvement; Elementary Secondary Education; Legislation; *Minimum Competency Testing; *Program Implementation; *Reading Achievement; *Reading Tests; School Districts; Testing Programs; Test Items; Tes Use
IDENTIFIERS- *Cleveland Public Schools OH

To provide information for decision making related to competency testing in reading, the Cleveland School District developed a working paper for staff discussion. This paper presents information about the varied aspects of a competency testing program which will use locally developed test questions and be implemented in response to a Board of Education policy and a State mandate requiring such programs, and as a requirement for achieving compliance with a Federal Court Order for implementation of educational improvements in a district-wide desegregation plan. Drawing upon the performance of Cleveland students in a May 1982 pilot testing with a commercially produced test, the use of test data for improvement of student performance in reading is demonstrated. Contents include: advantages and disadvantages of competency testing, potential legal problems, expected outcomes, program implementation, major program elements, personnel involvement, progress, problems, remediation, district performance, requirements for graduation, how a competency test works, reporting to parents, and tables indicating the least able performance by Cleveland students on the May 1982 pilot test. (Author/PN)

ED 227 191 UD 022 683

Higher Education Opportunity Program. Annual Report, 1981-82.
New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Achievement; Compensatory Education; Counseling Services; Economically Disadvantaged; *Educationally Disadvantaged; Grade Point Average; *Higher Education; *Minority Groups; Prisoners; Remedial Instruction; State Federal Aid; Student Characteristics; *Student Financial Aid; Transitional Programs; Tutorial Programs
IDENTIFIERS- *Higher Education Opportunity Program; *New York

The role of the New York State Higher Education Opportunity Progra for 1981-82 is described in this report. The opportunity program was designed to provide resources and services to educationally and economically disadvantaged students (most of whom are Black, Spanish, or Asian American) in order to improve their academic success in college. The report notes the functions of the central (state) and individual campus administrations, and records the eligibility, profiles and characteristics of students, some of whom are prison inmates. Also described are campus programs designed to orient incoming students to the college community; supportive services, which focus on remedial and developmental courses; tutoring; and counseling services. Furthermore, the report summarizes students' achievement based on grade point averages and credit accumulation as well as outlining factors leading to student attrition, graduation, and choice of major. Finally, an explanation is offered as to how the opportunity program is financed and how students receive financial aid. Extensive statistical tables supplement the discussion. (WAM)

Population Education in Asia and the Pacific. Bulletin of the Unesco Regional Office for Education in Asia and the Pacific. Number 23, June, 1982.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 82

AVAILABLE FROM- UNIPUB, 1180 Avenue of the Americas, New York, NY 10036 ($27.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Book (010)

DESCRIPTIONS- Adult Education; Agriculture; *Comparative Education; Demography; Developing Nations; Economic Development; Educational Development; Educational Innovation; Employment; Environmental Influences; Food; Foreign Countries; Migration Patterns; Nutrition; Population Distribution; *Population Education; Population Growth; Population Trends; Quality of Life; Social Values; Urbanization

IDENTIFIERS- *Asia; *Pacific Region

The necessity of successfully managing population and development to ensure the quality of life in Asia in the coming decade is emphasized in this bulletin, which is arranged into four sections. Section one contains an article dealing with change and development of population education in Asia and the Pacific and a demographic analysis. Section two consists of country reports prepared by the directors of national population education projects and updated papers presented at workshops held in Bangkok in 1981 and in Suva in 1979. Countries reported on are Afghanistan, Bangladesh, China, India, Indonesia, Malaysia, Nepal, Pakistan, the Philippines, Korea, Viet Nam, Sri Lanka, Thailand, Turkey, Fiji, Papua New Guinea, Solomon Islands, Tonga, and the Trust Territory of the Pacific Islands. A synthesis of innovative experiences in population education concludes the second section. Section three deals with quality of life themes as related to population, including agriculture and food, nutrition and health, resources and the environment, growth and employment, migration and urbanization, socio-economic development, and sociocultural values. The publication concludes with a bibliographic supplement on population education. (RM)

ED 227 054 SP 021 495

Christensen, Judith; And Others
Stages of Teachers' Careers: Implications for Professional Development.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 83
CONTRACT- 400-78-0017
AVAILABLE FROM- ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Adult Development; Adult Learning; *Career Development; Developmental Psychology; *Developmental Stages; Education Work Relationship; Elementary Secondary Education; Inservice Teacher Education; Learning Theories; *Professional Development; *Teaching (Occupation); Vocational Maturity

This monograph on the development of teachers' careers synthesizes researchers' prescriptions for early-, mid-, and late-career professional development; and describes successful programs that demonstrate sensitivity to the stages of teachers' growth. The first chapter, "Teachers' Career Development," reviews current adult- and career-stage theory, encompassing the areas of adult development, adult learning principles, and stages of teachers' careers. "Implications of Career-Stage Theory for Professional Development," the second chapter, describes how professional development programs for teachers can be redesigned, taking each stage of teacher development into account. In the third chapter, "Troubles and Triumphs in Career-Stage Professional Development," problems encountered in career-stage professional development are discussed along with experts' advice for minimizing them. A fourth chapter, "Future Directions," offers recommendations for further research in career-stage theory and professional development. A list of 119 references is included. (CJ)

ED 227 145 TM 830 151

A Guide to Using the 10th-Grade Assessment Results.
Florida State Dept. of Education, Tallahassee. Student Assessment Section.
PUB DATE- Apr 82
AVAILABLE FROM- Student Assessment Section, Florida Department of Education, Knott Building, Tallahassee, FL 32301.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Basic Skills; Curriculum Development; *Educational Assessment; Grade 10; High Schools; Minimum Competency Testing; *School Counselors; *State Programs; Test Interpretation; *Test Results; Test Use
IDENTIFIERS- *Florida Statewide Assessment Program

This guide is designed for educators involved in teaching, developing curriculum, or counseling students. It describes six new forms used to report the results of 10th-grade student performance on the Florida State Student Assessment Test, Parts I and II (SSAT-I and -II): (1) Parent Report, SSAT-I; (2) Student Report, SSAT-I; (3) Student Report, SSAT -II; (4) Listing of Achievement Report, SSAT-I; (5) Listing of Achievement Report, SSAT-II; and (6) Test Foil Analysis (SSAT-I). Each report form is illustrated and contains an explanatory key for the reader to identify and understand the report. A brief discussion of the data follows the key and offers some suggestions on how to interpret the example data. The Statewide Assessment Program provides information on the effectiveness of the State, each district, and each school regarding students acquiring and applying basic reading, writing, and mathematics skills. This guide discusses: statewide assessment results; considerations in interpretation; ways to use assessment results; dissemination of results; grouping students for remediation; certifying students for standard mastery; considerations for spring testing; minimum student performance standards and skills; and criteria for achievement of minimum performance standards and skills. (Author/PN)

ED 227 176 TM 830 205

Evaluating Special Education: A Study to Pilot Techniques Using Existing Data in Skokie School District 68.

Skokie School District 68, Ill.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 83
GRANT- G008100428
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Behavior Problems; *Elementary Education; Handicap Identification; *Individualized Education Programs; Learning Disabilities; Parent Participation; *Program Effectiveness; *Program Evaluation; *Special Education
IDENTIFIERS- *Skokie School District 68 IL

The kindergarten through eighth grade Skokie School District 68 contains approximately 1,450 students with 15 percent served in special education classes. District 68 provides services to learning disabled, behavior disordered, and low functioning children through a comprehensive program of special education which includes identification and evaluation, multidisciplinary staffing, intense parent involvement, and special education and related services in the least restrictive setting. Three data collection instruments were developed to assess the special education services. An Individualized Education Program (IEP) checklist (Appendix A) was developed to assess the quality of IEPs. A data collection record sheet (Appendix B) was written to collect information concerning the type and amount of service, student goals and progress in achieving those goals, standardized test scores, and birth dates. An interview schedule (Appendix C) was developed to examine the perceptions of special education staff regarding the IEP process, particular instructional strategies, and the interaction between regular and special education teachers and students. Discussed are the methodology of the instruments, as well as the objective-by-objective results and practical implications. The results suggest that Skokie District 68 special education programs are operating effectively and are generally beneficial to handicapped students. (Author/PN)

ED 227 008 SO 014 388

Kavick, Lawrence L.
Education - Key to the People's Republic of China's Industrial Power
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Education; Educational Objectives; *Educational Philosophy; Educational Principles; Educational Theories; *Education Work Relationship; Elementary Secondary Education; Experiential Learning; Foreign Countries; Higher Education; Modernization; Moral Development; Socialism; *Work Experience Programs
IDENTIFIERS- *China; Maoism

The work-education goals of the People's Republic of China, which are to expand educational opportunity, economic development, and value transformations, are presented first in a 1982 paper and then in a literature update of the paper. Since the death of Mao Tse-tung in 1976, educational policy has focused less on revolutionary committees and tempering intellectual arrogance with work and has emphasized modernity of China's economy. The combination of work and study, however, is still part of the educational emphasis. Although the amount of time devoted to manual work varies, all Chinese students are expected to participate in labor activities, either in factory workshops and agricultural plots on school grounds, in affiliated factories and agricultural communes, or in city factories which operate their own high schools and universities. All educational levels teach basic literacy and quantitative skills, problem solving, an understanding of the problems of production and social life, and a personal commitment to solving these problems. Appended materials include major figures of China's national economy, output of major industrial and farm products, value of fixed assets of state-owned enterprises, national income consumption and accumulation, cultural revolution matrix, education chart, and a "three-good" student chart. (KC)

ED 227 038 SO 014 567

Trindell, Roger
Applied Geography at a Small State College.
Mansfield State Coll., Pa.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Change Strategies; Educational Change; *Educational Innovation; Educational Trends; Experiential Learning; *Geography Instruction; Higher Education; *Internship Programs; Program Descriptions; *Public Agencies; *Regional Planning

The geography department at Mansfield State College (Pennsylvania) has maintained and even increased enrollment by expanding into a Department of Geography and Regional Planning and by offering internship programs to its students. Goals of the department are to develop special emphases in environmental planning, resource management, recreational planning and management, economic development, and a cartographic technician program. The internship program requires that each student spend an entire semester in a planning agency. Also, several of the faculty serve on local planning commissions. A number of studies including comprehensive plans, zoning ordinances, a resource management plan, recreation plans, housing surveys, market studies, income surveys, and population studies have been produced. In addition, a current travel-tourism emphasis has attracted mostly female students directly from high school. The successes of this program are attributable to merchandising, including the development of brochures, newspaper articles, and a video film. (KC)

ED 227 084 SP 021 950

Weber, Wilford A.
Increasing Teacher Classroom Management Competence.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Classroom Techniques; *Course Content; *Education Courses; Higher Education; Program Effectiveness; Teacher Education; *Teacher Effectiveness; *Teacher Improvement; *Teaching Styles; Time on Task
IDENTIFIERS- Analytic Approach; Pluralistic Method; University of Houston TX

This three-section paper describes a course for teachers on classroom management, offered at the University of Houston (Texas). The first section describes the course's analytic-pluralistic approach to classroom management. The four-stage process is outlined, in which the teacher: (1) specifies classroom conditions desirable to foster student on-task behavior; (2) analyzes existing classroom conditions to identify discrepancies between them and those deemed desirable; (3) selects and applies managerial strategies that will correct or come close to correcting the situation; and (4) assesses managerial effectiveness by evaluating efforts that may or may not have brought about the desired conditions. Section 2 discusses several studies that have influenced the content of the course. Section 3, which reviews a number of studies that investigated the course's effectiveness, shows evidence that the course does have an impact on teachers' attitudes and behaviors. Appendices of actual course material include: the two instructional modules used for the class, suggested readings, sample managerial objectives, sample practice exercises, sample case studies, and post-assessment materials. (JM)

Good, Thomas L.
What Is Learned in Schools: Responding to School Demands in Grades K-6.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 25 May 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Ability Grouping; Academic Ability; Academic Achievement; *Classroom Environment; Early Childhood Education; Elementary Education; Elementary School Teachers; *Expectation; Family Influence; Learning Processes; *Socialization; Student Behavior; Student Characteristics; Student Teacher Relationship; Teacher Characteristics; *Teacher Effectiveness; *Teacher Influence
IDENTIFIERS- National Commission on Excellence in Education

Individual teacher behaviors, characteristics, and instructional methods make an important difference in what and how well students learn. Children enter school with a wide variety of differences in family background and aspirations, expectations, and previous learning. Research on learning in the home, nursery school, and kindergarten points out the differences between the learning environments of school and home settings, and differences between teachers' and parents' expectations and approaches to teaching. Once in the school environment, the student encounters a variety of instructional styles and classroom expectations in teachers which often pose problems as they move from class to class or grade to grade. In addition, a student's background may conflict with the general school culture or that of a particular teacher. In this paper, which discusses current trends and research on this topic, questions are raised about instructional practices such as tracking, pull-out instruction, and ability grouping on the grounds that they often create difficult teaching/learning situations. The general effects of teacher expectations on student performance are discussed with suggestions for improvement. (JD)

ED 227 114 TM 830 016

Agard, Judith A.; And Others
About You and Your Friends: An Instrument of the PRIME Instrument Battery. Technical Report No. 1.

PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Ability; *Affective Measures; Anxiety; Disabilities; Educational Environment; *Elementary Education; Program Development; *Self Concept; *Self Evaluation (Individuals); *Special Education; Student Attitudes; Student Behavior; Student Characteristics
IDENTIFIERS- *About You and Your Friends; *Project PRIME

This technical report is one of a series concerning the instrumentation for Project PRIME, which investigated the relationship of regular and special education classroom environments to student characteristics. About You and Your Friends (AYYF) is a self-report inventory of the affective characteristics of students. The instrument is suitable for use with normal and mildly handicapped students in the elementary grades. It measures four attitude and self-concept constructs: isolation/anxiety, school enthusiasm, academic competence, and misbehavior. AYYF was designed to be used in conjunction with two other PRIME instruments, the Teacher Rating Scale and Guess Who; these provide teacher and peer ratings of the same traits. The technical report is organized in four parts: (1) an introduction to Project PRIME and AYYF; (2) the development of AYYF, including the design and construction of the instrument, the scaling methodology and development of empirical scales, and instrument revision; (3) the psychometric properties of the instrument, including the nature of the sample and the conditions under which the psychometric data were collected; and (4) a summary. (Author/PN)

ED 226 946 SE 040 216

Math Play Therapy. Volume I. CSMP Mathematics for the Intermediate Grades.
CEMREL, Inc., St. Louis, Mo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Calculators; Elementary Education; *Elementary School Mathematics; *Grade 4; Instruction; Instructional Materials; *Mathematical Concepts; Mathematical Enrichment; Mathematics Curriculum; *Mathematics Instruction; *Remedial Mathematics; Slow Learners; *Teaching Methods
IDENTIFIERS- *Comprehensive School Mathematics Program; Detective Stories

The Comprehensive School Mathematics Program (CSMP) materials presented here were in the process of development at the time of publication. It is noted that children generally classified as slow learners are, in many cases, pupils who have had unhappy experiences with learning. The instructional approach is designed to: (1) inspire pupils with a spirit of enthusiasm for mathematics and a curiosity about numbers and mathematical processes; (2) enrich student notions of numbers; and (3) give pupils a chance to make their own discoveries about numbers. There is a conviction expressed that paper and pencil should be banned in work which is done with slow learners in small groups. The use of calculators is promoted as a substitute. Activities presented are collected under: (1) Hand-Calculator; (2) Minicomputer Games; and (3) Detective Stories. (MP)

ED 226 962 SE 040 375

Cornelius, Michael, Ed.
Teaching Mathematics.
REPORT NO.- ISBN-0-7099-0714-1; ISBN-0-89397-137-5
PUB DATE- 82
AVAILABLE FROM- Nichols Publishing Company, P.O. Box 96, New York,
10024 ($15. paper copy, $27.50 cloth copy); Croom Helm Ltd., 2-10
St. John's Road, London SW11, England.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position
Papers/Essays (120)
DESCRIPTIONS- Calculators; *Educational Needs; Educational
Philosophy; Elementary Secondary Education; Evaluation; Games;
Gifted; Instructional Materials; Interdisciplinary Approach;
Learning Problems; *Mathematics Curriculum; *Mathematics Education
*Mathematics Instruction; *Resource Materials; Slow Learners;
Teacher Education; *Teaching Methods; Testing
IDENTIFIERS- *England

This collection of 10 papers aims to provide teachers at all leve with ideas on a number of important aspects of mathematics education. The Report of the Committee on Inquiry into the Teaching of Mathematics (Cockcroft Report) has provoked wide discussion in England, and the papers examine some contemporary issues in school mathematics in light of this and other recent reports. Examined are current issues and problems in mathematics teaching, teaching mathematics in primary and middle schools and in secondary schools, difficulties in learning mathematics, organization and methods, the slow learner and the gifted child, calculators in the classroom, games and recreations, links between mathematics and other subjects and the assessment and evaluation of school mathematics. (MNS)

ED 226 993 SE 040 735

Megarry, Jacquetta, Ed.; And Others
Computers and Education. World Yearbook of Education 1982/83.
Nichols Publishing Co., N.Y.
REPORT NO.- ISBN-0-85038-565-2; ISBN-0-89397-138-3
PUB DATE- 83
AVAILABLE FROM- Nichols Publishing Company, P.O. Box 96, New York, N
10024 (ISBN-0-89397-138-3, deposit copy, list price, $35); Kogan
Page Ltd., 120 Pentonville Rd., London N1 9JN (ISBN-0-85038-565-2).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project
Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy;
*Computer Oriented Programs; *Computer Programs; Computer Science
Education; Educational Benefits; *Educational Innovation; Elementar
Secondary Education; Foreign Countries; Geography Instruction;
Higher Education; *Microcomputers; Program Descriptions; Skill
Development; Teacher Education; Unions

This six-part yearbook, consisting of individual papers, focuses o various aspects of computers and microtechnology in education. Issues and problems are addressed in part 1, including: computer role in thinking, learning, and educating; teachers' unions and the impact of computer-based technologies; evaluation of computer-assisted learning; education and miseducation by computers; and computers and education: a solution in search of a problem. Computers in action is the subject of part 2, addressing pupil-centered classrooms; microcomputers and teacher's needs; computer roles in managing learning; computer as a medium for distance education; an example of a software library and its dissemination; and computers and handling of information. Five national case studies are presented in section 3, discussing the "10,000 microcomputers plan" in France; Microelectronics Education Programme in the United Kingdom; educational computing in South Africa and Quebec; and software/geography teaching in New Zealand. Computers and the curriculum is considered in part 4, focusing on computers and teacher education; computer studies and computer education; the promise of microcomputers in developing basic skills; computer-based approaches to overcoming language handicaps; and the British Broadcasting Corporation in computer literacy for adults. A bibliography and biographical notes on contributers (part 5) and a glossary (part 6) are also included. (JN)

ED 227 070 SP 021 801

Astin, Alexander W.
The American Freshman, 1966-1981: Some Implications for Educational Policy and Practice.
National Commission on Excellence in Education (ED), Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 82
CONTRACT- NIE-P-82-0035
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; *Career Choice; *College Freshmen; College Preparation; Degrees (Academic); *Educational Trends; Equal Education; Higher Education; Liberal Arts; *Self Concept; Sex Differences; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Values
IDENTIFIERS- *National Commission on Excellence in Education

Trends in the characteristics of students who go directly on to college after completing high school have been surveyed for the past 16 years. Findings on significant trends are cited and analyzed: (1) Students are less well prepared academically than entering students of 10 or 15 years ago. (2) Declining academic skill levels are reflected in the declining rate of college attendance among high school graduates (especially white males) and the sharp decline in student majors in mathematics and fields that require verbal skills. (3) Declining academic skills have been accompanied by declines in other areas of student competency and declining interest among male students in pursuing graduate study. (4) Today's students are more interested in business, engineering, and computer science, and less interested in education, social science, fine and performing arts, and the humanities. (5) Today's students are more materialistic, more interested in power and status, less altruistic, and less inclined to be concerned about social issues and problems. (6) Freshmen of today are substantially less liberal in their political identification than freshmen of 10 years ago. (7) Compared to earlier generations, today's female college students are more likely to be pursuing careers in business, medicine, law, and engineering, and significantly less likely to pursue careers in teaching and nursing. (8) There have been substantial increases in representation of women and disadvantaged minorities among entering freshmen. (JD)

ED 227 130 TM 830 117

Elliott, Colin D.
The Development of the British Ability Scales (BAS).
PUB DATE- 25 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Ability Identification; Cognitive Processes; *Cognitive Tests; *Diagnostic Tests; Elementary Secondary Education; Foreign Countries; Individual Testing; Intelligence Quotient; Latent Trait Theory; *National Surveys; Preschool Education; Theories
IDENTIFIERS- *British Ability Scales; England; Rasch Model; Test Batteries

The British Ability Scales (BAS), published in 1979 (after a national standardization on a representative sample of British children), were revised and republished in January 1983. The BAS is an individually administered cognitive test battery for children aged between 3 and 17 years. It has considerable breadth of test content and provides a greater degree of flexibility in use and a wider range of measurement facilities than in any previously published test battery. The major aim of the BAS is to provide diagnostic information on cognitive strengths and weaknesses, although it is possible, in addition, to calculate intelligence quotients. Innovations in content include scales based on theories of child development and cognitive theory. It has a number of technical innovations such as the use of Rasch scaling and expectancy tables. The BAS is not based restrictively on any single model or theory of intelligence or abilities, but is linked to the work of Piaget, Kohlberg, and Olver and Hornsby. Although a considerable amount of statistical information is provided in the technical handbook, the 23 scales have been primarily designed as a useful assessment test battery for the practitioner. (Author/PN)

Kaake, Ray; And Others

Using Modified Cloze Procedure: A Supplement to English 1 Ontario Assessment Instrument Pool.

Ontario Dept. of Education, Toronto.

REPORT NO.- ISBN-0-7743-7801-8
PUB DATE- 82
AVAILABLE FROM- Ontario Government Bookstore, Publication Centre, 880 Bay Street, 5th Floor, Toronto, Ontario M7A1L2 Canada ($3.00)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTIONS- *Classroom Techniques; *Cloze Procedure; Evaluation Methods; Identification; Informal Reading Inventories; Instructional Materials; *Readability; *Reading Comprehension; Reading Tests; Secondary Education

An addition to the teacher's repertoire of silent reading tests is the formal cloze procedure. This test requires the reader to replace exactly individual words deleted from a reading passage. It serves to identify those students who are not reading at an expected level, but it does not suggest why this is so. However, with modifications to both the deletion and evaluation procedures a cloze technique can be used as a diagnostic tool to assess students' reading behaviours. The modified cloze procedure is developed from this premise. It yields valuable information about students' reading strengths and weaknesses. It employs silent reading and can be administered to groups of students. The analysis entails qualifying one-word responses. It is considerably less time-consuming than oral reading assessments. Through its use teachers may acquire further insight into the reading process and thereby gain expertise in assessing reading development. An overview of formal cloze procedure is presented in section 1 of this booklet. The modified cloze procedure is explained in detail in section 2. Section 3 contains 16 modified cloze passages for classroom use. In order to increase the practical value of this booklet, it has been written as a set of instructions addressed directly to the teacher. (Author/PN)

ED 227 192 UD 022 685

Bilingual Pupil Services. E.S.E.A. Title I, O.E.E. Evaluation Report, 1981-1982.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- Oct 82
GRANT- 30-00-00-01-00-00
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; Bilingual Teacher Aides; *Compensatory Education; Elementary Education; Hispanic Americans; Limited English Speaking; Mathematics Achievement; *Program Effectiveness; Program Implementation; Reading Achievement; *Spanish Speaking; Staff Development
IDENTIFIERS- Elementary Secondary Education Act Title I; New York City Board of Education

The Bilingual Pupil Services Project is a compensatory education program that aims to improve achievement in English reading, Spanish reading, and mathematics among Spanish speaking students of limited English proficiency. In 1981-82, the program served 1,369 elementary school students in New York City. To accomplish its goals, the program trained 57 paraprofessionals for bilingual reading and mathematics instruction, developed classroom curricula, and recruited parent involvement in the program. Evaluation of the project indicated that (1) at all grade levels, students in the program demonstrated significant achievement gains in English, Spanish, and mathematics; (2) participants' attendance rates were high; (3) the paraprofessionals rated the program very highly; and (4) involvement in the program allowed 28 percent of the paraprofessionals to receive their baccalaureate degree. It was recommended by the evaluators that a new testing program be used in evaluation and that the paraprofessional training program be reviewed to determine its adequacy. This report includes appendices of materials used in project implementation and evaluation. (MJL)

ED 226 978 SE 040 719

International Congress on Science and Technology Education and National Development (Paris, France, November 23-December 2, 1981). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTIONS- *Curriculum Development; Educational Development; *Educational Improvement; Elementary Secondary Education; Environmental Education; Foreign Countries; Higher Education; *Nonformal Education; Program Development; Relevance (Education); School Role; *Science Education; *Technical Education; Technologica Advancement
IDENTIFIERS- *International Cooperation; *National Development

The objective of this Congress was to consider the role science anc technology is called upon to play in national development and its relevance to specific needs of member states, particularly with respect to endogenous development. The first section focuses on the role of science and technology education (STE) in national development, discussing: contribution of STE to national goals; contribution of STE to solving major contemporary problems related to development; future trends in STE and their implications for STE related to national development; and implications of the UNCSTD conference for education in science and technology. The second section focuses on strategies for improving STE in relation to development, addressing: contribution of education in building a favorable climate for development/application of science and technology; STE in the perspective of development needs; development of content, methods, and materials for STE; and promotion of the endogenous development of STE. The next section considers international cooperation, discussing: main issues/objective of international cooperation in STE and main areas and methods of international cooperation in this field; role of Unesco and other organizations; and contribution of non-governmental organizations in extending and improving STE, emphasizing developing countries. Suggestions for future action are provided in the final section. (JN)

ED 227 023 SO 014 523

Cwi, David, Ed.
Research in the Arts: Proceedings of the Conference on Policy Related Studies of the National Endowment for the Arts (Baltimore, Maryland, December 7-9, 1977).
Skidmore, Owings & Merrill, Inc., Boston, MA.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTIONS- Art Appreciation; Artists; Audiences; Craft Workers; Cultural Centers; Economic Research; Economic Status; Employment; *Fine Arts; Institutions; Leadership; Orchestras; Policy Formation; Research Problems; Theaters
IDENTIFIERS- Econometrics

Summaries are presented of arts research projects and of conference workshops which reviewed the projects. These provide an important stock-taking of currently available data on the arts and review a variety of issues involved in improving the present situation. There are four major sections. The first section presents research on the artistic and cultural consumers, including a study of theatre and symphony in four southern cities, a behavioral approach for assessing the demand for cultural and artistic recreational activities, and policy uses of audience studies. The second section deals with research and public policy. Research on artistic and cultural institutions is the focus of the third section. Econometric models, ways to forecast the economic condition of the arts, and the development of museum management tools are among the topics studied. The final section presents research on the American artist and craftsman. Craft-artists and their organizations, training and career experiences of symphony orchestra musicians, the need for musical and administrative leadership of American orchestras, and characteristics of American artists are studied. A brief assessment of the conference concludes the report. (RM)

ED 227 039 SO 014 568

Brosio, Richard A.
A Radical and Pessimistic View of American Youth.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adolescents; *Antisocial Behavior; *Capitalism; Children; Educational Needs; Elementary Secondary Education; *Family Environment; Futures (of Society); Helplessness; Higher Education; *Psychological Patterns; *Social Change; *Social Problems; Youth

The dynamic and emerging social reality of the liberal/capitalistic Western World has created a new type of personality, the characteristics of which the educational community must be aware. Although early capitalism stressed production, the present emphasis features consumption as the dominant activity. The acquisitive, hardworking individual has been replaced by the shallow, easily swayed, self-infatuated individual. The collapse of the classic bourgeois family has led to the erosion of privacy and the impoverishment of imagination and fantasy. The stimulation of infantile cravings by an advertising industry that requires people to be unsatisfied, combined with the loss of meaningful work and the usurpation of parental authority, have all contributed to the formation of a new character. The newly emerging personality is characterized by feelings of diffuse dissatisfaction, a fear that existence is futile, depression, fantasies of alternative impotence and omnipotence, and a search for instant intimacy. The rebelliousness of white middle-class youth is focused within the family and the schools. Those responsible for the higher education institutions must prepare teachers to face the historical period in which we live. (KC)

ED 227 055 SP 021 500

Ellis, Joseph R.; And Others
Teaching Role Difficulties Reported by First Year Elementary Teachers in Illinois Public Schools.
PUB DATE- 74
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Beginning Teachers; Elementary Education; *Elementary School Teachers; Preservice Teacher Education; *Self Evaluation (Individuals); *Teacher Attitudes; Teacher Responsibility; Teacher Role
IDENTIFIERS- Illinois

A study investigated the responses of 169 elementary school teachers to a questionnaire collecting three types of data: (1) information pertaining to four unique items prepared specifically for elementary school teachers; (2) data regarding seven teaching roles and related activities for each role; and (3) written comments. The two situations unique to elementary education teaching perceived as being most difficult were the tasks of identifying student readiness for instruction and providing for different learning styles. Role data provided by respondents suggest the greatest concern with tasks related to "teacher as planner" and "teacher as link to the community." The teachers had particular difficulty establishing relevant and clear objectives and using assessment and evaluation techniques. Other role areas included on the questionnaire were "director and helper of learning," "counselor," "mediator," "member of teaching profession," and "member of school community." Recommendations, based on the findings, for improving beginning elementary school teachers' preservice preparation and inservice education involve examination and revision of teacher education curricula, courses that address teacher roles, and local inservice teacher education programs. (JM)

ED 227 085 SP 021 951

Morrison, Ray L.

Government Documents Relating to the 1980 Olympic Games Boycott. A Contents Analysis and Bibliography.

PUB DATE- 24 Jul 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Athletics; Conflict; *Federal Government; *Government Role; *International Programs; *International Relations; Majority Attitudes; Political Attitudes
IDENTIFIERS- *Boycotts; *Olympic Games; United States; USSR

This study gives a brief history of the United States' 1980 boycott of the Summer Olympic Games in Moscow, but focuses mainly on the government publications that grew out of that event. Section 1 provides a short history of the boycott, while section 2 centers on President Jimmy Carter and his role in the boycott, citing information gathered from speeches he made, correspondence he generated, and meetings he held in the course of the Olympic crisis. In section 3, Congress and its reaction to the boycott are examined, citing information gathered from the "Congressional Record"; major newspapers and magazines; and various resolutions, hearings, and debates. Section 4 deals with other government documents on the boycott, primarily State Department publications. Also included are four appendices: (1) a comprehensive daily schedule of events leading up to, and including, the 1980 Olympic Boycott; (2) a weekly compilation of Presidential documents on the boycott; (3) congressional resolutions relating to the Olympic Boycott (41 in all); and (4) a list of other government documents relating to the boycott. (JM)

ED 227 146 TM 830 152

Ironson, Gail H.; Craig, Robert
Item Bias Techniques When Amount of Bias Is Varied and Score Differences between Groups Are Present. Final Report.
University of South Florida, Tampa. Dept. of Psychology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-81-0045
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Ability Grouping; Difficulty Level; Higher Education; *Item Analysis; Latent Trait Theory; Scores; *Sex Differences; *Test Bias; Testing Problems; *Test Items; Test Reliability
IDENTIFIERS- Chi Square; Item Parameters

This study was designed to increase knowledge of the functioning of item bias techniques in detecting biased items. Previous studies have used computer-generated data or real data with unknown amounts of bias. The present project extends previous studies by using items that are logically generated and subjectively evaluated a priori to be biased or unbiased, and simultaneously controls the amount of bias and true ability differences (as measured by the unbiased items). The study evaluated the functioning of four statistical methods of assessing test item bias (transformed item difficulties, chi-square, three parameter and one parameter item characteristic curves) when (1) tests have varying amounts of bias (0 biased/60 items, 18 biased/78 items, 40 biased/100 items) and (2) ability differences on the unbiased items were either one-half or one standard deviation apart. Results indicate that agreement among the methods and between the statistical methods and judged bias was generally high except for data set VI (40 percent biased items, one standard deviation difference). Problems with individual methods and with cutoffs are discussed. Finally, presence of biased items did not affect reliability but did decrease validity and increase score differences between groups. (Author/CM)

ED 227 177 TM 830 207

Petrosko, Joseph M.; Kapel, David E.
On Evaluating Controversial Programs: Practical Issues for the School and Community Researcher.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Affective Objectives; *Cognitive Objectives; *Educational Research; Moral Issues; Political Issues; Problem Solving; *Program Evaluation; *Research Problems; Social Problems
IDENTIFIERS- *Controversy

The nature of controversial programs is discussed, including problems that such programs pose for evaluators and suggested solutions for the problems. Controversial programs are likely to generate news-media attention, internal conflicts (i.e., involving the program and evaluation staffs) and external conflicts (i.e., involving various advocacy groups and program critics). Ways of dealing with these issues are presented. Various experimental and quasi-experimental designs are suggested for evaluating certain types of high-controversy programs. Also discussed are measurement problems facing the evaluator: problems involving the measurement of both cognitive and affective objectives. Among the most salient differences between controversial and non-controversial programs are the factors surrounding the evaluator's decision to evaluate the program. A presentation is made of the negative and positive factors that the evaluator might consider before deciding to evaluate a controversial program. It is concluded that no single set of problem-solving solutions will work for all controversial programs. More work is needed to explicate the evaluation problems inherent in such programs. (Author/PN)

ED 227 115 TM 830 043

Gustafsson, Jan-Eric
Visualization Processes in Learning as a Function of Method of Presentation and Individual Differences. 1982:09.
Goteborg Univ., Molndal (Sweden). Dept. of Education.

SPONS. AGENCY- National Swedish Board of Education, Stockholm.; Swedish Council for Research in the Humanities and Social Sciences, Stockholm.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Aptitude; Aptitude Treatment Interaction; Attention; Foreign Countries; Individual Differences; Intermediate Grades; *Learning Processes; *Listening Comprehension; Memorization; Pictorial Stimuli; *Reading Comprehension; Sex Differences; Suppressor Variables; *Visualization
IDENTIFIERS- LISREL Computer Program; Sweden

Starting with laboratory research on the suppression of visualization in reading, this study investigates effects of treatments (reading vs. listening and pictures vs. no pictures, in a 2x2 design) and aptitudes on the learning of verbal and spatial types of content. Approximately 100 fifth grade pupils were given a battery of four ability tests, learning materials dealing with the heart and the flow of blood, and immediate post-tests to assess acquisition of verbal and spatial aspects of the content. The Joreskog LISREL technique was used to analyze the main effects and interactions. It was found that acquisition of spatial content is superior in the audio-visual treatment, and that girls high in general ability perform better when listening than when reading. The results are interpreted in relation to research on visualization suppression and sex differences in lateralization of processing. (Author/PN)

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